

# **MONROE COUNTY PUBLIC SCHOOLS**

## **PERFORMANCE EVALUATION FOR TEACHERS AND ADMINISTRATORS**

Monroe County Public Schools  
309 Emberton Street  
Tompkinsville, KY 42167  
Lewis Carter, Superintendent

Revised 2009

## **TEACHER AND ADMINISTRATOR PERFORMANCE EVALUATION**

Revised 2009

**The complete Teacher and Administrator Performance Evaluation Policy Document for all certified personnel is on file in each school and the District's office and is available upon request to all employees or interested parties.**

**The Monroe County Schools do not discriminate on the basis of race, color, national origin, sex, religion, age or disability in the employment or the provision of services. Any and/or all questions or issues related to discrimination policies, procedures or practices are to be directed to the Office of Superintendent, Monroe County Public Schools, 309 Emberton St., Tompkinsville, KY 42167, 1-270-487-5456.**

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## CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

NAME OF DISTRICT: MONROE COUNTY

TELEPHONE NUMBER: (270) 487-5456

ADDRESS: 309 Emberton Street  
Tompkinsville, KY 42167

SUPERINTENDENT: Mr. Lewis Carter

CONTACT PERSON: Ms. Rachel Ford

### *Evaluation Plan Development Committee Members and Titles:*

Lewis Carter.....	Superintendent
Rachel Ford .....	Personnel Director
Phil Bartley .....	High School Principal
Kirk Biggerstaff.....	Tompkinsville Elementary Principal
Mike Gee.....	Carter Elementary Principal
Tommy Gerald.....	Gamaliel Elementary Principal
Amy Thompson.....	Middle School Principal
Teresa Anderson.....	Teacher MCHS
Teresa Emmert.....	Teacher MCMS
Lorrie Clarkson.....	Teacher TES
Julie Collins.....	Teacher GES
Lee Ann Hammer.....	Teacher JHC
Jane Hagan.....	Teacher MCHS
Barbara Birge.....	Teacher TES

**ASSURANCES  
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN**

The Monroe County School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators. State administrator standards and state teacher standards were used when possible.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan that shall be aligned with school and/or district professional development goals and comply with the requirements of 704 KAR 3:345. The growth plan will be reviewed annually.

All certified employees of the Monroe County School District will be evaluated annually.

Each evaluator will be trained and certified in the use of appropriate evaluation techniques and the use of local instruments and procedures.

All scheduled observations will be with the full knowledge of the teacher/administrator and will include both formative and summative procedures.

Each person evaluated will have both formative and summative conferences with the evaluator regarding their performance. Each evaluatee shall be given a copy of their summative evaluation and it shall be filed in the official personnel records.

The Local District Evaluation Appeals Panel will provide each person evaluated the opportunity for a review of the summative evaluation. Provision is made for the right to review all documentation presented to the Appeals Panel and to be represented at the appeal.

This evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex or disability.

This evaluation plan will be reviewed annually and any substantive revisions will be submitted to the Department of Education. The local board of education reviewed this evaluation plan as recorded in the minutes of the meeting held on July 23, 2009.

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Signature of Chairman, Board of Education

\_\_\_\_\_  
Date Signed

# **TEACHER AND ADMINISTRATOR EVALUATION MONROE COUNTY SCHOOLS**

## **INTRODUCTION**

A comprehensive system for teacher evaluation is an essential component of improving the teaching and learning process. In order to develop and implement an evaluation system for Monroe County, a committee comprised of teachers and administrative personnel was established. This report, including the evaluation system and instruments, was developed by their efforts and subsequently reviewed and approved.

## **ASSUMPTIONS**

In the development of the evaluation system, the Evaluation Committee made the following assumptions:

- The public is holding schools more accountable for the achievement and behavior of students.
- The public expects that school personnel will be evaluated on a regular basis.
- The evaluation process should be a means of professional self-actualization. It is our professional responsibility to grow and improve.
- Evaluation can be a positive approach to improving teacher and administrator performance.
- Teachers and administrators have a strong desire to be successful.
- All evaluations must be based on performance criteria, which are understood clearly by those being evaluated and those conducting the evaluation.
- Effective evaluation must emphasize continued improvement rather than a post-performance rating process.

## **SCHOOL AND TEACHER EFFECTIVENESS AND PRODUCTIVITY**

As a basis for establishing an evaluation system, the committee reviewed the literature and research related to effective schools. The following are characteristics of effectiveness that educational programs should demonstrate:

- All decisions should be driven by data.
- Strong and facilitative instructional leadership.
- High expectations for each student.
- High expectations for all faculty.
- Emphasis on learning as the top priority.
- A pleasant and orderly atmosphere.
- Stress on rewards rather than punishments.
- Continual monitoring of student progress.
- Existence of a short and long-range plan of action.
- Committed to mastery of subject matter.
- Yearly evaluations of program and staff.
- Active parent and community involvement.
- A professional development system for teacher/administrator improvement.
- School-wide academic goals which are clearly defined.
- A curriculum which is closely linked to school-wide and district-wide goals.
- Basic rules of conduct are clearly established and consistently enforced.
- All certified personnel shall adhere to all board policy and professional code of ethics.
- Teachers hold high expectations for students and for themselves.
- Teachers check student progress on a frequent and systematic basis.
- Teachers assign meaningful homework and monitor it carefully.
- Students take responsibility for their own learning and behavior.
- Students spend school time actively engaged in learning.
- Teachers choose curriculum materials that match students' abilities.
- Teachers rely on a variety of teaching strategies to help students achieve a high rate of success.
- Teachers and principals care about students and communicate that message to parents and students in words and deeds.
- Principals, who are strong leaders, listen and act upon requests from students, teachers and support staff.
- Parents and community members are encouraged to participate in school activities.
- Teachers are kept up-to-date on instruction and technology through planned professional development.

The evaluation system contained in this report is directly related to the characteristics of school and teacher and administrator effectiveness listed above. The goal of the Evaluation Committee is not only to improve upon the evaluation system but also to create and maintain a system that will enhance student achievement through more effective and productive instructional practices in the schools and classrooms.



## **DEFINITIONS**

Teacher - any certified staff person who directly instructs students

Administrator - any certified staff person who devotes the majority of his/her employed time to service as a principal, assistant principal, supervisor, coordinator, director, assistant director, administrative assistant, finance officer, pupil personnel worker, guidance counselor, or school business administrator including the superintendent and any assistant, associate, or deputy superintendent

Other Support Staff - any certified staff other than teacher or administrator

Evaluation - the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, walk throughs, products and performances. Evaluation shall also include the establishment and monitoring of a professional growth plan

Formative Evaluation - a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance

Summative Evaluation - the summary of, and conclusions from, all evaluation data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written report on district adopted evaluation forms

Observation - any process of gathering information in the performance of duty, based on predetermined criteria in the district plan

Pre-observation Conference - a meeting involving the evaluator and the person being evaluated for the purpose of reviewing performance criteria, reviewing procedures and data collection, etc., reviewing lesson plans (if appropriate) and scheduling observation(s) (if appropriate)

Post-observation Conference - a meeting involving the evaluator and the certified employee being evaluated for the purpose of providing feedback from the evaluator, analyzing the results of the observation(s) or other information to determine the accomplishments and areas leading to establishment or revision of a professional growth plan or corrective action plan as needed

Performance Criteria - performance areas, skills, or outcomes on which the certified employee shall be evaluated based on position and the district plan

Indicators - measurable behaviors and outcomes, which demonstrate performance criteria

Standards of Performance - acceptable qualitative or quantitative level of performance expected of effective teachers or administrators

Position - a professional role in the school district (e.g., teacher, secondary principal, supervisor of instruction)

Job Category - term used to signify a group or class of positions with closely related functions (e.g., principal, coordinator, and director)

Evaluation Cycle - an evaluation cycle consists of a minimum of one formative evaluation, the development of and evaluation of a professional portfolio, periodic classroom walk throughs, and one summative evaluation. A cycle is completed annually for all certified staff.

Base School - a designation of certified personnel assigned full-time to a school. The Superintendent assigns itinerant teachers to a base school

Professional Growth Plan - a plan whereby the person being evaluated establishes goals for enrichment and development and the assistance of the evaluator is identified. The individualized plan includes objectives, a plan for achieving the objectives and method for evaluating success. The individualized professional growth plan shall be aligned with teacher standards, specific goals and objectives of the school improvement and professional development plans. The professional growth plan is to be completed and reviewed with the evaluator during the first two months after reporting for employment

Corrective Action Plan - a strategic plan to assist teachers in meeting set standards. This will include areas for corrective action, goals, strategies, target date and status

Walk Through - a brief visit to a classroom to monitor instruction by a school or district administrator

Met – evaluatee has shown evidence of satisfactorily demonstrating the standard

Not Met – evaluatee has shown little or no evidence of demonstrating the standard

## **POLICY STATEMENT**

1. The specific purposes of evaluation will be
  - a. to improve instruction
  - b. to provide a measure of performance accountability to citizens
  - c. to foster professional growth and give assistance to certified employees
  - d. to support individual personnel decisions.
2. It is the policy of the Monroe County Board of Education that all certified employees will be evaluated on a regular, systematic basis. All evaluators shall be trained, tested and certified according to 704 KAR 3:345, Article 2-3. All evaluators shall maintain certification according to 704 KAR 3:345. All evaluators will be trained annually on the local evaluation process.
3. All certified employees will be evaluated annually.
4. The superintendent will be evaluated annually. The Evaluation process developed for the superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent pursuant to KRS 156.111.
5. The principal or immediate supervisor of their base school will evaluate all itinerant teachers. The principal or immediate supervisor of all schools in which they serve may evaluate itinerant teachers.
6. The evaluation of each employee shall be conducted by the immediate supervisor. Additional trained and certified administrative personnel may be used to observe and provide information to the immediate supervisor. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialist shall be provided. The selection of a third party observer, shall if possible, be determined through mutual agreement by the evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer in five working days of the teacher's written request, the evaluator shall select the third-party observer.
7. All evaluations of certified employees (except the Superintendent) shall be documented on approved district forms and shall become part of the official personnel record.
8. Each evaluation cycle of certified employees shall include professional portfolio, walk throughs, formative and summative procedures.
9. All monitoring or observations of the performance of a certified employee shall be conducted with the full knowledge of the employee.
10. The evaluation criteria and process used to evaluate certified personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. This shall be accomplished in groups or individual setting. The primary evaluator shall be responsible for documentation of the orientation of all certified personnel assigned to his/her supervision. A copy of the documentation shall be sent to the District Contact Person immediately following all orientations.

11. A minimum of one scheduled observation for tenured and a minimum of two scheduled for non tenured certified personnel for the purpose of collecting formative evaluation data shall be conducted during each evaluation cycle. A pre-observation conference will be held before each scheduled formative observation and post-observation conference will be held after each observation.
12. Unscheduled walk throughs or as needed observations will occur for non tenured and tenured to provide information relative to job performance criteria. These observations, however, should be conducted openly with full knowledge of the teacher or administrator.
13. A scheduled observation shall be no less than forty-five (45) minutes. Unannounced or unscheduled observations may be less than 45 minutes.
14. All certified employees shall annually develop a Professional Growth Plan aligned with specific goals and objectives of school improvement and professional development. The growth plan will establish goals for enrichment and development and identifies the assistance of the evaluator. All growth plans shall be reviewed annually.
15. Each evaluation cycle of a certified employee shall include the following: a minimum of one (1) formative and one (1) summative evaluation conference between the evaluator and certified employee being evaluated; the development and evaluation of a professional portfolio; unscheduled walk throughs and/or observations.
16. Formative evaluation shall include a conference(s) between the evaluator and the certified employee being evaluated to be held within one work week following each scheduled observation. A summative evaluation conference shall be held at the end of the evaluation cycle and include all evaluation data.
17. A completed and signed copy of the evaluation forms will be provided to each person being evaluated immediately following the formative and/or summative evaluation conference.
18. All personnel who are evaluated shall have an opportunity to respond in writing to the evaluation. Responses shall be placed in the personnel file of the person being evaluated and become a part of the official personnel record. The file may be examined upon request to the Superintendent or his/her designee.
19. The District shall provide an Evaluation Appeals Panel. All certified employees shall be entitled to an appeal process regarding their summative evaluation which shall include a right to a hearing, opportunity to review all documents, reasonably in advance, presented in an appeal, and the right to the presence of a chosen representative.
20. Multiple observations may be conducted with certified employees whose observation results are unsatisfactory.
21. The Superintendent shall name a District Contact Person who shall be responsible for monitoring evaluation training and implementing the evaluation plan.
22. The Board of Education shall annually review the Evaluation Plan.

## **NOTIFICATION AND TIMELINE**

### **EVALUATION ORIENTATION CONFERENCE**

Annually each primary evaluator will be responsible for an explanation and distribution of appropriate evaluation forms, job descriptions, and growth plan forms to all certified personnel under his/her supervision no later than the end of the first month of reporting for employment.

Each evaluator will establish a time line for evaluations. It shall be the responsibility of the evaluator to insure that all certified personnel are evaluated within the required cycles.

### **ASSISTANCE PLAN**

Each person evaluated will develop an annual/continuous Professional Growth Plan as required in regulation and will use the District form. This instrument, properly used, will meet the requirement for Professional Growth Plans included in Kentucky Department of Education regulations.

After the development of Professional Growth Plans, each evaluator will provide assistance to each employee in meeting the goal, objectives, and activities as stated in the plan. The evaluator shall document the assistance provided in the growth plan. In addition, each staff member, through professional development activities, will have an opportunity to meet some of their standards outlined on their Professional Growth Plan.

Each principal is charged with the responsibility of conducting on-going professional development activities during the school year. The activities are to be designed to meet the improvement needs of the staff and to advance the goals of the school.

The supervisory staff will assist with training throughout the school year. These meetings will be designed to meet professional growth needs of the staff. In addition, the supervisory staff may assist teachers in meeting individual professional growth needs at the request of the teacher or principal.

### **APPEALS PROCESS**

If a certified employee is displeased with the results of the summative evaluation, he/she may appeal the summative evaluation as specified in the Appeals Panel Local District Policy.

An appeal can be made to the State Evaluation Panel as described in 704.KAR 3:345 Section 9.

## **EVALUATION CYCLE TIMELINE**

### **DATE**

First month after reporting for work	1.	Initial explanation and discussion of the Evaluation Plan with certified staff.
By October 1	2.	Development of the Professional Growth Plan
By the end of the first semester	3.	Formative Evaluation
Within one week of the Formative Evaluation	4.	Post-Formative Conference
Ongoing	5.	Professional Portfolio Submission
Ongoing	6.	Walk Throughs
By April 15th	7.	Summative Evaluation to Principals
By May 1	8.	Summative Evaluations to District Contact Person
As needed throughout the process	9.	Corrective Action Plan

**ADMINISTRATOR EVALUATION** - Principals, Assistant Principals, Counselors, all Certified Administrative Central Office personnel. The administrator evaluation system will be based on the job description of the individual administrator and the development of goal(s), objectives, and activities mutually determined by the administrator and the evaluator.

## **JOB DESCRIPTION**

The evaluator and the administrator will review the administrator's job description. Professional improvement areas will require the design of goals, objectives and activities to address the needed growth. Particular attention will be given to the following areas of responsibilities:

- I.     **VISION**  
Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the community
- II.    **SCHOOL CULTURE AND LEARNING**  
Advocates nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth
- III.   **MANAGEMENT**  
Ensures management of the organization, operations, and resources for a safe, efficient and effective learning environment
- IV.    **COLLABORATION**  
Collaboration with families and community members, responding to diverse community interests and needs and mobilizes community resources
- V.     **INTEGRITY, FAIRNESS, ETHICS**  
Acts with integrity fairness and in an ethical manner
- VI.    **POLITICAL, ECONOMIC, LEGAL**  
Understands, responds to, and influences the larger political, social, economic, legal, and cultural context
- VII.   **TECHNOLOGY**  
Uses technology to enhance achievement

**MONROE COUNTY SCHOOL DISTRICT  
EVALUATION OF THE SUPERINTENDENT**

**Met      Not Met**

<b>A. COMMUNITY RELATIONSHIP</b>		
1. Gains respect and support of the community on the conduct of the school operation.		
2. Solicits and gives attention to problems and opinions of all groups and individuals.		
3. Develops friendly and cooperative relationships with news media.		
4. Participates actively in community life and affairs.		
5. Achieves status as a community leader in public education.		
6. Works effectively with public and private agencies.		

**COMMENTS and/or SUGGESTIONS:** \_\_\_\_\_

<b>B. RELATIONSHIP WITH THE BOARD</b>		
1. Keeps the Board informed on issues, needs, and operation of the District.		
2. Offers professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis.		
3. Interprets and executes the intent of the Board policy.		
4. Seeks and accepts constructive criticism of his/her work.		
5. Supports Board policy and actions to the public and staff.		
6. Has a positive working relationship with the Board.		
7. Understands the Superintendent's role in administration of Board policy, makes written recommendations for establishment of positions with supporting data, and accepts responsibility for recommendations.		
8. Acts as liaison between the Board and personnel, working toward a high degree of understanding and respect between the staff and the Board.		
9. Remains impartial toward the Board, treating all Board members alike.		
10. Refrains from criticism of individual or group members of the Board.		
11. Seeks to compromise or find a middle ground where differences of opinion exist between The Superintendent and the Board.		
12. Feels free to maintain opposition to matters under Board discussion until an official decision has been reached, after which time the Superintendent subordinates personal views to the Board's views while performing professional responsibilities.		

**COMMENTS and/or SUGGESTIONS:** \_\_\_\_\_

<b>C. BUSINESS and FINANCE</b>		
1. Keeps informed on needs of the school program, plant, facilities, equipment, and supplies.		
2. Supervises operations, insisting on competent and efficient performance.		
3. Determines that funds are spent wisely and adequate control and accounting are maintained.		
4. Evaluates financial needs and makes recommendations for adequate financing.		

**COMMENTS and/or SUGGESTIONS:** \_\_\_\_\_

<b>D. STAFF and PERSONNEL RELATIONSHIPS</b>		
1. Develops and executes sound personnel procedures and practices.		
2. Develops good staff morale and loyalty to the organization.		
3. Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.		
4. Delegates authority to staff members appropriate to the position each holds.		
5. Recruits and assigns the best available personnel in terms of the competencies.		



6. Encourages participation of appropriate staff members and groups in planning, procedures and policy interpretation.		
7. Evaluates staff members' performance, giving commendation for good work as well as constructive suggestions for improvements.		
8. Takes an active role in development of salary schedules for all personnel and recommends to the Board the levels which, within budgetary limitations, will best serve the interests of the District.		

**COMMENTS and/or SUGGESTIONS:** \_\_\_\_\_

**E. EDUCATIONAL LEADERSHIP**

1. Understands and keeps informed regarding all aspects of the instructional program.		
2. Implements the District's philosophy of education.		
3. Participates with staff, Board, and community in studying and developing curriculum improvement.		
4. Organizes a planned program of curriculum evaluation and improvement.		
5. Provides democratic procedures in curriculum work, utilizing the abilities and talents of the entire professional staff and lay people of the community.		
6. Encourages highest professional standards in other educators.		
7. Prepares policy, procedures, plans, and programs for Board review and District implementation.		

**COMMENTS and/or SUGGESTIONS:** \_\_\_\_\_

**F. PERSONAL QUALITIES**

1. Defends principle and conviction in the face of pressure and partisan influence.		
2. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.		
3. Earns respect and standing among professional colleagues.		
4. Uses time and energy effectively in performance of job duties.		
5. Demonstrates ability to work well with individuals and groups		
6. Exercises good judgment and the democratic processes in arriving at decisions.		
7. Possesses and maintains the health and energy necessary to meet the responsibilities of the position.		
8. Maintains poise and emotional stability in the full range of professional activities.		
9. Is customarily suitably attired and well groomed.		
10. Uses English effectively in dealing with staff members, the Board, and the public.		
11. Writes clearly and concisely.		
12. Speaks well in front of large and small groups, expressing ideas in a logical and forthright manner.		
13. Responds appropriately when faced with an unexpected or disturbing turn of events in a large group meeting.		
14. Continues professional development by reading, course work, conference attendance, work on professional committees, visiting other districts, and meeting with other superintendents.		

**COMMENTS and/or SUGGESTIONS:** \_\_\_\_\_

\_\_\_\_\_  
Board Chairman's Signature

\_\_\_\_\_  
Superintendent's Signature

## **Professional Growth Plan**

As with evaluation, professional growth activities should be more than a yearly, “one-time” event. Every school employee should view professional improvement as an on-going process for enhancing and strengthening his or her techniques, methods, products, and performances.

704 KAR 3:345 (2)(c) requires the evaluation system to include a professional growth plan for all certified personnel below the level of the district Superintendent. This plan must be aligned with specific goals and objectives of the school or district improvement plan and must be reviewed annually. The evaluatee and the supervisor should discuss and agree upon a meaningful plan aligned with the school/district plan and suited specifically to enhance and assist the performance of the evaluatee. Exactly when the growth plan originates is determined by the local evaluation plan. Observation visits, conferences between the employee and the immediate supervisor, and activities identified by the evaluatee as specific enrichment goals may contribute to the plan’s update and revision.

The Professional Growth Plan must be reviewed annually and maintained as part of the district’s personnel files. A sample Individual Professional Growth Plan form is located on the following page.

## Individual Professional Growth Plan

(Must align with specific goals and objectives of School/District Improvement Plan)

Name : \_\_\_\_\_

Work Site: \_\_\_\_\_

School Year: \_\_\_\_\_

Growth Area (Goal) Standard 1 2 3 4 5 6 7 (Circle One)	<input type="checkbox"/> Desire <input type="checkbox"/> Need												
Activities for Meeting Achievement Goal: <table style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%; text-align: center;">MET</th> <th style="width: 15%; text-align: center;">NOT MET</th> </tr> </thead> <tbody> <tr> <td>1. _____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>2. _____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>3. _____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </tbody> </table>			MET	NOT MET	1. _____	_____	_____	2. _____	_____	_____	3. _____	_____	_____
	MET	NOT MET											
1. _____	_____	_____											
2. _____	_____	_____											
3. _____	_____	_____											
Expected Impact on Student Learning:													

Current Knowledge Level: \_\_\_\_Beginner \_\_\_\_Intermediate \_\_\_\_Advanced    TARGET DATE: \_\_\_\_

Evaluatee's Comments:

Evaluator's Comments:

Individual Growth Plan Developed:			
_____ Evaluatee's Signature	_____ Date	_____ Evaluator's Signature	_____ Date

Annual Review ____Achieved ____Continued			
_____ Evaluatee's Signature	_____ Date	_____ Evaluator's Signature	_____ Date

**PRE-OBSERVATION FORM**  
**(Education Administrators)**

**(To be completed by the administrator (observee) and observer before the observation visit)**

\_\_\_\_\_  
Administrator (Observee)                      Observer                      Position

\_\_\_\_\_  
**Work Site                      Date                      Time**

.....  
**(To be completed by administrator (observee) and provided to the observer before the observation)**

**Activity(ies) to be observed:** \_\_\_\_\_

\_\_\_\_\_

**Product(s) to be critiqued:** \_\_\_\_\_

\_\_\_\_\_

**Special/unique situations or circumstances of which observer should be aware:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Other comments/concerns:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Professional Growth Area** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
**Observee's Signature                      Date                      Observer's Signature                      Date**

**MONROE COUNTY PUBLIC SCHOOLS  
ADMINISTRATOR FORMATIVE EVALUATION INSTRUMENT**

EVALUATEE \_\_\_\_\_ POSITION \_\_\_\_\_

EVALUATOR'S NAME \_\_\_\_\_ POSITION \_\_\_\_\_

SCHOOL/WORK SITE \_\_\_\_\_ DATE OF OBSERVATION \_\_\_\_\_

1. VISION: Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the community.

\_\_\_ MET

\_\_\_ NOT MET

2. SCHOOL CULTURE AND LEARNING : Advocates nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.

\_\_\_ MET

\_\_\_ NOT MET

3. MANAGEMENT: Ensures management of the organization, operations, and resources for a safe, efficient and effective learning environment.

\_\_\_ MET

\_\_\_ NOT MET

4. COLLABORATION: Collaboration with families and community members, responding to diverse community interests and needs and mobilizes community resources.

\_\_\_ MET

\_\_\_ NOT MET

5. INTEGRITY, FAIRNESS, ETHICS: Acts with integrity, fairness, and in an ethical manner.

\_\_\_ MET

\_\_\_ NOT MET

6. POLITICAL, ECONOMIC, LEGAL: Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.

\_\_\_ MET

\_\_\_ NOT MET

7. TECHNOLOGY: Uses technology to enhance achievement.

\_\_\_ MET

\_\_\_ NOT MET

Evaluatee's comments:

Evaluator's comments:

To be signed after all information has been completed and discussed

\_\_\_\_\_  
Evaluatee's Signature and Date

\_\_\_\_\_  
Evaluator's Signature and Date

**MONROE COUNTY PUBLIC SCHOOL  
ADMINISTRATOR SUMMATIVE EVALUATION**

Evaluatee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School/Work Site \_\_\_\_\_

Date(s) of Observation(s)    1st \_\_\_\_\_ 2nd \_\_\_\_\_ 3rd \_\_\_\_\_ 4th \_\_\_\_\_

Date(s) of Conference(s)    1st \_\_\_\_\_ 2nd \_\_\_\_\_ 3rd \_\_\_\_\_ 4th \_\_\_\_\_

ADMINISTRATOR STANDARDS	MET	NOT MET
1. Vision		
2. School Culture and Learning		
3. Management		
4. Collaboration		
5. Integrity, Fairness, Ethics		
6. Political , Economic, Legal		
7. Technology		
Overall Rating		

Individual professional growth plan reflects a *desire (D)* or *need (N)* to acquire further knowledge and/or skills in the standard number(s) indicated below:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_

Evaluatee's Comments: \_\_\_\_\_

\_\_\_\_\_

Evaluator's Comment: \_\_\_\_\_

\_\_\_\_\_

**To be signed after all information above has been completed and discussed:**

Evaluatee: \_\_\_\_\_ Agree with this summative evaluation

\_\_\_\_\_  
Evaluatee's Signature and Date

\_\_\_\_\_ Disagree with the summative evaluation

\_\_\_\_\_  
Evaluatee's Signature and Date

\_\_\_\_\_  
Evaluator's Signature and Date

**Employment Recommendation to Central Office**

\_\_\_\_\_ Meets administrator standards for re-employment

\_\_\_\_\_ Does not meet administrator standards for re-employment

Opportunities for appeal processes are a part of Monroe County Schools District Evaluation Plan.

## ADMINISTRATOR PORTFOLIO RUBRIC

Rating

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### ENTRY 1: STUDENT ACHIEVEMENT

Administrator Standards 1,4,5, & 7

Entry proves that the Administrator:

Standard 1: Facilitates the Development, Articulation, Implementation, and Stewardship of a Vision of Learning that is Supported by the School community

Standard 4: Collaborates with Families and Community Members, Responding to Diverse Community Interests and Needs, and Mobilizes Community Resources

Standard 5: Acts with Integrity, Fairness, and in an Ethical Manner

Standard 7: Demonstrates Implementation of Technology

### ENTRY 2: STAFF SUPPORT

Administrator Standards 2,5 & 7

Entry proves that the Administrator :

Standard 2: Advocates, Nurtures, and Sustains a School Culture and Instructional Program Conducive to Student Learning and Staff Professional Growth.

Standard 5: Acts with Integrity, Fairness, and in an Ethical Manner

Standard 7: Demonstrates Implementation of Technology

### ENTRY 3: RESOURCE MANAGEMENT

Administrator Standards 3,5 & 6

Entry proves that the Administrator:

Standard 3: Ensures Management of the Organization, Operations, and Resources for a Safe, Efficient, and Effective Learning Environment

Standard 5: Acts with Integrity, Fairness, and in an Ethical Manner

Standard 6: Understands, Responds to, and Influences the Larger Political, Social, Economic, Legal and Cultural Context

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#### Rating Scale

4 – Clear, consistent and convincing evidence

3 – Evidence shown in most areas

2 - Evidence in some areas but not all

1 – Little or no evidence shown



## Corrective Action Plan

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Work Site: \_\_\_\_\_

## Area for Corrective Action:

## Based On:

\_\_\_\_\_ Student Achievement

\_\_\_\_\_ Staff Support

\_\_\_\_\_ Formal Observation(s)

\_\_\_\_\_ Student Work Samples

\_\_\_\_\_ Personal Growth Plan(s)

\_\_\_\_\_ Other \_\_\_\_\_

\_\_\_\_\_ Portfolio

\_\_\_\_\_

Growth/Objectives Goals: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Strategies:

1.

2.

3.

Assessment Methods: \_\_\_\_\_

Date of Expected Correction: \_\_\_\_\_ Immediate \_\_\_\_\_ Within 30 days

Status: Met \_\_\_\_\_ Not Met \_\_\_\_\_

Evaluatee's Comments:

Evaluator's Comments:

Corrective Action Plan Developed:

Reviewed:

\_\_\_\_\_  
Evaluatee's Signature Date\_\_\_\_\_  
Evaluatee's Signature Date\_\_\_\_\_  
Evaluator's Signature Date\_\_\_\_\_  
Evaluator's Signature Date

**Instructions for Completing  
the  
Individual Corrective Action Plan**

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or “does not meet” rating on any one **Standard** or more from the Evaluation Process or an immediate change in behavior is needed. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

**1. Standard Number**

Identify the specific standard(s) from the Summative Evaluation Form that has a “does not meet” rating assigned.

**2. Present Professional Development Stage**

(Select the stage of professional development that best reflects the evaluatee’s level)

B = Beginner  
I = Intermediate  
A = Advanced

**3. Growth Objectives / Goals**

Growth objectives and goals must address the specific standard(s) rated as “does not meet” on the Summative Evaluation document. The evaluatee and evaluator work closely to correct the identified weaknesses.

**4. Strategies**

Identify and design specific strategies for the improvement of performance. Include support personnel, when appropriate.

**5. Assessment Method and Target Dates**

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee.

**6. Documentation of all reviews, corrective actions, and evaluator’s assistance must be provided periodically (as they occur) to the evaluatee**

(Evaluators must follow the local District Professional Development Growth and Evaluation Plan processes and procedures for implementing an Individual Correction Action Plan)

## ADMINISTRATOR STANDARDS

### **Standard 1: Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

KNOWLEDGE: The administrator has knowledge and understanding of:

- 1.1 Learning goals in a pluralistic society.
- 1.2 The principles of developing and implementing strategic plans.
- 1.3 Systems Theory.
- 1.4 Information sources, data collection, and data analysis strategies.
- 1.5 Effective communication.
- 1.6 Effective consensus-building negotiation skills.

DISPOSITIONS: The administrator believes in, values, and is committed to:

- 1.7 The educability of all.
- 1.8 A school vision of high standards of learning.
- 1.9 Continuous school improvement.
- 1.10 The inclusion of all members of the school community.
- 1.11 Ensuring that students have the knowledge, skills, and values needed to become successful adults.
- 1.12 A willingness to continuously examine one's own assumptions, beliefs, and practices.
- 1.13 Doing the work required for high levels of personal and organizational performance.

PERFORMANCES: The administrator facilitates processes and engages in activities ensuring that:

- 1.14 The vision and mission of the school are effectively communicated to staff, parents, students, and community members.
- 1.15 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.
- 1.16 The core beliefs of the school vision are modeled for all stakeholders.
- 1.17 The vision is developed with and among stakeholders.
- 1.18 The contributions of school community members to the realization of the vision are recognized and celebrated.
- 1.19 Progress toward the vision and mission is communicated to all stakeholders.
- 1.20 The school community is involved in school improvement efforts.
- 1.21 The vision shapes the educational programs, plans, and activities.
- 1.22 The vision shapes the educational programs, plans, and actions.
- 1.23 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
- 1.24 Assessment data related to student learning are used to develop the school vision and goals.
- 1.25 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals.
- 1.26 Barriers to achieving the vision are identified, clarified, and addressed.
- 1.27 Needed resources are sought and obtained to support the implementation of the school mission and goals.
- 1.28 Existing resources are used in support of the school vision and goals.
- 1.29 The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.

### **Standard 2: Advocates, Nurtures, and Sustains a School Culture and Instructional Program Conducive to Student Learning and Staff Professional Growth.**

KNOWLEDGE: The administrator has knowledge and understanding of:

- 2.1 Student growth and development.
- 2.2 Applied learning theories.
- 2.3 Applied motivational theories.
- 2.4 Curriculum design, implementation, evaluation, and refinement.
- 2.5 Principles of effective instruction.
- 2.6 Measurement, evaluation, and assessment strategies.
- 2.7 Diversity and its meaning for educational programs.
- 2.8 Adult learning and professional development models.
- 2.9 The change process for systems, organizations, and individuals.
- 2.10 The role of technology in promoting student learning.
- 2.11 School cultures.

DISPOSITIONS: The administrator believes in, values, and is committed to:

- 2.12 Student learning as the fundamental purpose of schooling.
- 2.13 The proposition that all students can learn.
- 2.14 The variety of ways in which students can learn.
- 2.15 Lifelong learning for self and others.
- 2.16 Professional development as an integral part of school improvement.
- 2.17 The benefits that diversity brings to the school community.
- 2.18 A safe and supportive learning environment.
- 2.19 Preparing students to be contributing members of society.

PERFORMANCES: The administrator facilitates processes and engages in activities ensuring that:

- 2.20 All individuals are treated with fairness, dignity, and respect.
- 2.21 Professional development promotes a focus on student learning consistent with the school vision and goals.
- 2.22 Students and staff feel valued and important.
- 2.23 The responsibilities and contributions of each individual are acknowledged.

- 2.24 Barriers to student learning are identified, clarified, and addressed.
- 2.25 Diversity is considered in developing learning experiences.
- 2.26 Life long learning is encouraged and modeled.
- 2.27 There is a culture of high expectations for self, student, and staff performance.
- 2.28 Technologies are used in teaching and learning.
- 2.29 Student and staff accomplishments are recognized and celebrated.
- 2.30 Multiple opportunities to learn are available to all students.
- 2.31 The school is organized and aligned for success.
- 2.32 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.
- 2.33 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies.
- 2.34 The school culture and climate are assessed on a regular basis.
- 2.35 A variety of sources of information is used to make decisions.
- 2.36 Student learning is assessed using a variety of techniques.
- 2.37 Multiple sources of information regarding performance are used by staff and students.
- 2.38 A variety of supervisory and evaluation models are employed.
- 2.39 Pupil personnel programs are developed to meet the needs of students and their families.

**Standard 3: Ensures Management of the Organization, Operations, and Resources for a Safe, Efficient, and Effective Learning Environment.**

**KNOWLEDGE: The administrator has knowledge and understanding of:**

- 3.1 Theories and models of organizations and the principles of organizational development.
- 3.2 Operational procedures at the school and district level.
- 3.3 Principles and issues relating to school safety and security.
- 3.4 Human resources management and development.
- 3.5 Principles and issues relating to fiscal operations of school management.
- 3.6 Principles and issues relating to school facilities and use of space.
- 3.7 Legal issues impacting school operations.
- 3.8 Current technologies that support management functions.

**DISPOSITIONS: The administrator believes in values and is committed to:**

- 3.9 Making management decisions to enhance learning and teaching.
- 3.10 Taking risks to improve schools.
- 3.11 Trusting people and their judgments.
- 3.12 Accepting responsibility.
- 3.13 High-quality standards, expectations, and performances.
- 3.14 Involving stakeholders in management processes.
- 3.15 A safe environment.

**PERFORMANCES: The administrator facilitates processes and engages in activities ensuring that:**

- 3.16 Knowledge of learning, teaching, and student development is used to inform management decisions.
- 3.17 Operational procedures are designed and managed to maximize opportunities for successful learning.
- 3.18 Emerging trends are recognized, studied, and applied as appropriate.
- 3.19 Operational plans and procedures to achieve the vision and goals of the school are in place.
- 3.20 Collective bargaining and other contractual agreements related to the school are effectively managed.
- 3.21 The school plant, equipment, and support systems operate safely, efficiently, and effectively.
- 3.22 Time is managed to maximize attainment of organizational goals.
- 3.23 Potential problems and opportunities are identified.
- 3.24 Problems are confronted and resolved in a timely manner.
- 3.25 Financial, human, and material resources are aligned to the goals of schools.
- 3.26 The school acts entrepreneurially to support continuous improvement.
- 3.27 Organizational systems are regularly monitored and modified as needed.
- 3.28 Stakeholders are involved in decisions affecting schools.
- 3.29 Responsibility is shared to maximize ownership and accountability.
- 3.30 Effective problem-framing and problem-solving skills are used.
- 3.31 Effective conflict resolution skills are used.
- 3.32 Effective group-process and consensus-building skills are used.
- 3.33 Effective communication skills are used.
- 3.34 There is effective use of technology to manage school operations.
- 3.35 Fiscal resources of the school are managed responsibly, efficiently, and effectively.
- 3.36 A safe, clean, and aesthetically pleasing school environment is created and maintained.
- 3.37 Human resource functions support the attainment of school goals.
- 3.38 Confidentiality and privacy of school records are maintained.

**Standard 4: Collaborates with Families and Community Members, Responding to Diverse Community Interests and Needs, and Mobilizes Community Resources.**

**KNOWLEDGE: The administrator has knowledge and understanding of:**

- 4.1 Emerging issues and trends that potentially impact the school community.
- 4.2 The conditions and dynamics of the diverse school community.
- 4.3 Community resources.
- 4.4 Community relations and marketing strategies and processes.
- 4.5 Successful models of school, family, business, community, government and higher education partnerships.

**DISPOSITIONS: The administrator believes in, values, and is committed to:**

- 4.6 Schools operating as an integral part of the larger community.
- 4.7 Collaboration and communication with families.
- 4.3 Involvement of families and other stakeholders in school decision-making processes.
- 4.4 The proposition that diversity enriches the school.
- 4.5 Families as partners in the education of their children.
- 4.6 The proposition that families have the best interests of their children in mind.
- 4.7 Resources of the family and community needing to be brought to bear on the education of students.
- 4.8 An informed public.

**PERFORMANCES: The administrator facilitates processes and engages in activities ensuring that:**

- 4.9 High visibility, active involvement, and communication with the larger community is a priority.
- 4.10 Relationships with community leaders are identified and nurtured.
- 4.11 Information about family and community concerns, expectations, and needs is used regularly.
- 4.12 There is outreach to different business, religious, political, and service agencies and organizations.
- 4.13 Credence is given to individuals and groups whose values and opinions may conflict.
- 4.14 The school and community serve one another as resources.
- 4.15 Available community resources are secured to help the school solve problems and achieve goals.
- 4.16 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
- 4.17 Community youth family services are integrated with school programs.
- 4.18 Community stakeholders are treated equitably.
- 4.19 Diversity is recognized and valued.
- 4.20 Effective media relations are developed and maintained.
- 4.21 A comprehensive program of community relations is established.
- 4.22 Public resources and funds are used appropriately and wisely.
- 4.23 Community collaboration is modeled for staff.
- 4.24 Opportunities for staff to develop collaborative skills are provided.

**Standard 5: Acts with Integrity, Fairness, and in an Ethical Manner.**

**KNOWLEDGE: The administrator has knowledge and understanding of:**

- 5.1 The purpose of education and the role of leadership in modern society.
- 5.2 Various ethical frameworks and perspectives on ethics.
- 5.3 The values of the diverse school community.
- 5.4 Professional codes of ethics established by the EPSB.
- 5.5 The philosophy and history of education.
- Attainment of other established EPSB standards.

**DISPOSITIONS: The administrator believes in, values, and is committed to:**

- 5.6 The idea of the common good.
- 5.7 The principles in the Bill of Rights.
- 5.8 The right of every student to a free, quality education.
- 5.9 Bringing ethical principles to the decision-making process.
- 5.10 Subordinating one's own interest to the good of the school community.
- 5.11 Accepting the consequences for upholding one's principles and actions.
- 5.12 Using the influence of one's office constructively and productively in the service of all students and their families.
- 5.13 Development of a caring school community.

**PERFORMANCES: The administrator:**

- 5.14 Examines personal and professional values.
- 5.15 Demonstrates a personal and professional code of ethics.
- 5.16 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- 5.17 Serves as a role model.
- 5.18 Accepts responsibility for school operations.
- 5.19 Considers the impact of one's administrative practices on others.
- 5.20 Uses the influence of the office to enhance the educational program rather than for personal gain.
- 5.21 Treats people fairly, equitably, and with dignity and respect.
- 5.22 Protects the rights and confidentiality of students and staff.
- 5.23 Demonstrates appreciation for and sensitivity to the diversity in the school community.
- 5.24 Recognizes and respects the legitimate authority of others.
- 5.25 Examines and considers the prevailing values of the diverse school community.
- 5.26 Expects that others in the school community will demonstrate integrity and exercise ethical behavior.
- 5.27 Opens the school to public scrutiny.
- 5.28 Fulfills legal and contractual obligations.
- 5.29 Applies laws and procedures fairly, wisely, and considerately.
- 5.30 Adheres to performance responsibilities related to assignment, including attendance and punctuality and evaluating results.
- 5.31 Demonstrates professional growth.

**Standard 6: Understands, Responds to, and Influences the Larger Political, Social, Economic, Legal and Cultural Context.**

**KNOWLEDGE: The administrator has knowledge and understanding of:**

- 6.1 Principles of representative governance that under gird the system of American schools.
- 6.2 The role of public education in developing and renewing a democratic society and an economically productive nation.
- 6.3 The law as related to education and schooling.
- 6.4 The political, social, cultural and economic systems and processes that impact schools.
- 6.5 Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling.
- 6.6 Global issues and forces affecting teaching and learning.
- 6.7 The dynamics of policy development and advocacy under our democratic political system.
- 6.8 The importance of diversity and equity in a democratic society.

**DISPOSITIONS: the administrator believes in, values, and is committed to:**

- 6.9 Education as a key to opportunity and social mobility.
- 6.10 Recognizing a variety of ideas, values, and cultures.
- 6.11 Importance of a continuing dialogue with other decision-makers affecting education.
- 6.12 Actively participating in the political and policy-making context in the service of education.
- 6.13 Using legal systems to protect student rights and improve student opportunities.

**PERFORMANCES: The administrator facilitates processes and engages in activities ensuring that:**

- 6.14 The environment in which schools operate is influenced on behalf of students and their families.
- 6.15 Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.
- 6.16 There is ongoing dialogue with representatives of diverse community groups.
- 6.17 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.
- 6.18 Public policy is shaped to provide quality education for students.
- 6.19 Lines of communication are developed with decision-makers outside the school community.

**Standard 7: Demonstrates Implementation of Technology**

- 7.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 7.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 7.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 7.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 7.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 7.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 7.7 Uses computers and other technologies such as interactive instruction, and audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 7.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 7.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 7.10 Practices equitable and legal use of computers and technology in professional activities.
- 7.11 Facilitates the lifelong learning of self and others through the use of technology.
- 7.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 7.13 Applies research-based instructional practices that use computers and other technology.
- 7.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 7.15 Uses technology to support multiple assessments of student learning.
- 7.16 Instructs and supervises students in the ethical and legal use of technology.

## **Professional Growth Plan**

As with evaluation, professional growth activities should be more than a yearly, one-time event. Every school employee should view professional improvement as an on-going process for enhancing and strengthening his or her techniques, methods, products, and performances.

704 KAR 3:345 (2)(c) requires the evaluation system to include a professional growth plan for all certified personnel below the level of the district superintendent. This plan must be aligned with specific goals and objectives of the school or district improvement plan and must be reviewed annually. The evaluatee and the supervisor should discuss and agree upon a meaningful plan aligned with the school/district plan and suited specifically to enhance and assist the performance of the evaluatee. Exactly when the growth plan originates is determined by the local evaluation plan. Observation visits, conferences between the employee and the immediate supervisor, and activities identified by the evaluatee as specific enrichment goals may contribute to the plan's update and revision.

The Professional Growth Plan must be reviewed annually and maintained as part of the district's personnel files. A sample Individual Professional Growth Plan form is located on the following page.

## Individual Professional Growth Plan

(Must align with specific goals and objectives of School/District Improvement Plan)

Name : \_\_\_\_\_

Work Site: \_\_\_\_\_

School Year: \_\_\_\_\_

Growth Area (Goal)	STANDARD 1 2 3 4 5 6 7 8 9 10 11 (Circle One)	<input type="checkbox"/> Desire <input type="checkbox"/> Need
Activities for Meeting Achievement Goal:	MET	NOT MET
1.	_____	_____
2.	_____	_____
3.	_____	_____
Expected Impact on Student Learning:		

Current Knowledge Level: \_\_\_\_\_Beginner \_\_\_\_\_Intermediate \_\_\_\_\_Advanced    TARGET DATE: \_\_\_\_\_

Evaluatee's Comments:

Evaluator's Comments:

Individual Growth Plan Developed:			
_____ Evaluatee's Signature	_____ Date	_____ Evaluator's Signature	_____ Date

Annual Review __Achieved __Continued			
_____ Evaluatee's Signature	_____ Date	_____ Evaluator's Signature	_____ Date

White Copy – School

Yellow Copy – Central Office

Pink copy - Evaluatee



**STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE**

The teacher demonstrates a current and sufficient academic knowledge of certified content areas **to develop student** knowledge and performance in those areas.

**1.1 Communicates concepts, processes, and knowledge.**

## Initial-Level Performance

Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.

## Advanced-Level Performance

Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.

**1.2 Connects content to life experiences of student.**

## Initial-Level Performance

Effectively connects most content, procedures, and activities with relevant life experiences of students.

## Advanced-Level Performance

Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.

**1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.**

## Initial-Level Performance

Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.

## Advanced-Level Performance

Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.

**1.4 Guides students to understand content from various perspectives.**

## Initial-Level Performance

Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.

## Advanced-Level Performance

Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.

**1.5 Identifies and addresses students' misconceptions of content.**

## Initial-Level Performance

Identifies misconceptions related to content and addresses them during planning and instruction.

## Advanced-Level Performance

Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.

**STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION**

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**2.1 Develops significant objectives aligned with standards.**

## Initial-Level Performance

States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.

## Advanced-Level Performance

Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities.

**2.2 Uses contextual data to design instruction relevant to students.**

## Initial-Level Performance

Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.

## Advanced-Level Performance

Plans and designs instruction that is based on significant contextual and pre-assessment data.

**2.3 Plans assessments to guide instruction and measure learning objectives.**

## Initial-Level Performance

Prepares assessments that measure student performance on each objective and help guide teaching.

## Advanced-Level Performance

Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.

**2.4 Plans instructional strategies and activities that address learning objectives for all students.**

## Initial-Level Performance

Aligns instructional strategies and activities with learning objectives for all students.

## Advanced-Level Performance

Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.

**2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.**

## Initial-Level Performance

Plans instructional strategies that include several levels of learning that require higher order thinking.

## Advanced-Level Performance

Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.

**STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE**

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**3.1 Communicates high expectations.**

## Initial-Level Performance

Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.

## Advanced-Level Performance

Consistently Sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.

**3.2 Establishes a positive learning environment.**

## Initial-Level Performance

Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.

## Advanced-Level Performance

Maintains a fair, respectful, and productive classroom environment conducive to learning.

**3.3 Values and supports student diversity and addresses individual needs.**

## Initial-Level Performance

Uses a variety of strategies and methods to supports student diversity by addressing individual needs.

## Advanced-Level Performance

Consistently uses appropriate and responsive instructional strategies that address the needs of all students.

**3.4 Fosters mutual respect between teacher and students and among students.**

## Initial-Level Performance

Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.

## Advanced-Level Performance

Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.

**3.5 Provides a safe environment for learning.**

## Initial-Level Performance

Creates a classroom environment that is both emotionally and physically safe for all students.

## Advanced-Level Performance

Maintains a classroom environment that is both emotionally and physically safe for all students.

**STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION**

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.**

## Initial-Level Performance

Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.

## Advanced-Level Performance

Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.

**4.2 Implements instruction based on diverse student needs and assessment data.**

## Initial-Level Performance

Implements instruction based on contextual information and assessment data.

## Advanced-Level Performance

Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.

**4.3 Uses time effectively.**

## Initial-Level Performance

Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.

## Advanced-Level Performance

Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.

**4.4 Uses space and materials effectively.**

## Initial-Level Performance

Uses classroom space and materials effectively to facilitate student learning.

## Advanced-Level Performance

Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.

**4.5 Implements and manages instruction in ways that facilitate higher order thinking.**

## Initial-Level Performance

Instruction provides opportunity to promote higher-order thinking.

## Advanced-Level Performance

Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.

**STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS**

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**5.1 Uses pre-assessments.**

## Initial-Level Performance

Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.

## Advanced-Level Performance

Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.

**5.2 Uses formative assessments.**

## Initial-Level Performance

Uses a variety of formative assessments to determine each student's progress and guide instruction.

## Advanced-Level Performance

Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.

**5.3 Uses summative assessments.**

## Initial-Level Performance

Uses a variety of summative assessments to measure student achievement.

## Advanced-Level Performance

Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.

**5.4 Describes, analyzes, and evaluates student performance data.**

## Initial-Level Performance

Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.

## Advanced-Level Performance

Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.

**5.5 Communicates learning results to students and parents.**

## Initial-Level Performance

Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.

## Advanced-Level Performance

Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.

**5.6 Allows opportunity for student self-assessment.**

## Initial-Level Performance

Promotes opportunities for students to engage in accurate self-assessment of learning.

## Advanced-Level Performance

Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.

## STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

### 6.1 Uses available technology to design and plan instruction.

#### Initial-Level Performance

Uses technology to design and plan instruction.

#### Advanced-Level Performance

Uses appropriate technology to design and plan instruction that supports and extends learning of all students.

### 6.2 Uses available technology to implement instruction that facilitates student learning.

#### Initial-Level Performance

Uses technology to implement instruction that facilitates student learning.

#### Advanced-Level Performance

Designs and implements research-based, technology-infused instructional strategies to support learning of all students.

### 6.3 Integrates student use of available technology into instruction.

#### Initial-Level Performance

Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.

#### Advanced-Level Performance

Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.

### 6.4 Uses available technology to assess and communicate student learning.

#### Initial-Level Performance

Uses technology to assess and communicate student learning.

#### Advanced-Level Performance

Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.

### 6.5 Demonstrates ethical and legal use of technology.

#### Initial-Level Performance

Ensures that personal use and student use of technology are ethical and legal.

#### Advanced-Level Performance

Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.

## STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

### 7.1 Uses data to reflect on and evaluate student learning.

#### Initial-Level Performance

Reflects on and accurately evaluates student learning using appropriate data.

#### Advanced-Level Performance

Uses formative and summative performance data to determine the learning needs of all students.

### 7.2 Uses data to reflect on and evaluate instructional practice.

#### Initial-Level Performance

Reflects on and accurately evaluates instructional practice using appropriate data.

#### Advanced-Level Performance

Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.

### 7.3 Uses data to reflect on and identify areas for professional growth.

#### Initial-Level Performance

Identifies areas for professional growth using appropriate data.

#### Advanced-Level Performance

Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.

## **STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS**

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### **8.1 Identifies students whose learning could be enhanced by collaboration.**

#### **Initial-Level Performance**

Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.

#### **Advanced-Level Performance**

Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.

### **8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.**

#### **Initial-Level Performance**

Designs a plan to enhance student learning that includes all parties in the collaborative effort.

#### **Advanced-Level Performance**

Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.

### **8.3 Implements planned activities that enhance student learning and engage all parties.**

#### **Initial-Level Performance**

Implements planned activities that enhance student learning and engage all parties.

#### **Advanced-Level Performance**

Explains how the collaboration to enhance student learning has been implemented.

### **8.4 Analyzes data to evaluate the outcomes of collaborative efforts.**

#### **Initial-Level Performance**

Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.

#### **Advanced-Level Performance**

Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.



**STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT**

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

**9.1 Self assesses performance relative to Kentucky's Teacher Standards.**

## Initial-Level Performance

Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.

## Advanced-Level Performance

Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.

**9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.**

## Initial-Level Performance

Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.

## Advanced-Level Performance

Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.

**9.3 Designs a professional growth plan that addresses identified priorities.**

## Initial-Level Performance

Designs a clear, logical professional growth plan that addresses all priority areas.

## Advanced-Level Performance

Designs a clear, logical professional growth plan that addresses all priority areas.

**9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.**

## Initial-Level Performance

Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.

## Advanced-Level Performance

Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.

## STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

### 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.

#### Initial-Level Performance

Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.

#### Advanced-Level Performance

Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.

### 10.2 Develops a plan for engaging in leadership activities.

#### Initial-Level Performance

Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.

#### Advanced-Level Performance

Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.

### 10.3 Implements a plan for engaging in leadership activities.

#### Initial-Level Performance

Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.

#### Advanced-Level Performance

Effectively implements the leadership work plan.

### 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

#### Initial-Level Performance

Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.

#### Advanced-Level Performance

Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.

## **STANDARD 11: PERFORMANCE RESPONSIBILITIES**

**11.1 Implement the school consolidated plan, resulting in measurable improvements in student performance**

**11.4 Attend faculty meetings and serve on various committees consistent with job descriptions.**

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**11.5 Perform other duties as may be assigned by Principal, Superintendent, Administrative Staff and Board of Education.**

**11.6 Perform responsibilities related to assignment, including attendance, punctuality, and evaluating results.**

**11.7 Perform duties consistent with school, community goals, and administrative regulations.**

**11.8 Adhere to the Kentucky Professional Code of Ethics.**

### TEACHER STANDARDS/CRITERIA EVIDENCE/DATA

***Standard 1: Demonstrates Applied Content Knowledge: The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.***

<b><i>1.1 Communicates concepts, processes, and knowledge.</i></b>	<b><i>1.2 Connects content to life experiences of student.</i></b>
<ul style="list-style-type: none"> <li>• Lesson plans, unit plans, curriculum maps, copies of presentations, lecture notes</li> <li>• Overhead transparencies</li> <li>• Power point presentations</li> <li>• Copies or summaries of current articles in professional publications</li> <li>• Copies of summaries of current books, workbooks used in teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates during formal and informal observations multi-disciplinary, interdisciplinary and/or cross-disciplinary content delivery</li> <li>• Lesson plans showing real-world applications</li> <li>• Hands-on activities, projects, learning demonstrations by students</li> <li>• Learning applied outside the school context</li> </ul>
<b><i>1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.</i></b>	<b><i>1.4 Guides students to understand content from various perspectives.</i></b>
<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Instructional materials</li> <li>• Use of multiple learning styles, instructional strategies for all ability levels</li> <li>• Demonstrates during formal and informal observations strategies appropriate to the identified ability level of the students observed</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans showing use of age-appropriate and developmentally appropriate materials</li> <li>• Identifies and explains multicultural and global perspectives during formative observation visit</li> <li>• Instructional materials reflect multicultural/global perspectives</li> </ul>
<b><i>1.5 Identifies and addresses students' misconceptions of content.</i></b>	
<ul style="list-style-type: none"> <li>• Notes or reviews of textbooks and other documents that identify inaccuracies</li> <li>• Letters, memoranda explaining flaws in accuracy</li> <li>• Lesson plans showing real-world applications</li> <li>• Hands-on activities, projects, learning demonstrations by students</li> <li>• Learning applied outside the school context</li> </ul>	

**TEACHER STANDARDS/CRITERIA EVIDENCE/DATA**

***Standard 2: Designs/Plans Instruction: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.***

<b><i>2.1 Develops significant objectives aligned with standards.</i></b>	<b><i>2.2 Uses contextual data to design instruction relevant to students.</i></b>
<ul style="list-style-type: none"> <li>• Lesson plans with learning goals and academic expectations clearly identified</li> <li>• Pre-observation form</li> <li>• Pre/Post conference</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-tapes, videotapes of learning experiences</li> <li>• Formal and informal observations</li> <li>• Feedback from students regarding motivation and active involvement in learning</li> </ul>
<b><i>2.3 Plans assessments to guide instruction and measure learning objectives.</i></b>	<b><i>2.4 Plans instructional strategies and activities that address learning objectives for all students.</i></b>
<ul style="list-style-type: none"> <li>• Teacher designed assessments</li> <li>• Student products/work samples</li> <li>• Lesson plans, units of study &amp; curriculum maps</li> <li>• Assessment files that include teacher-made, commercial assessments</li> <li>• Evidence of multiple assessments</li> <li>• Evidence of authentic assessment activities (real world writings)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans with learning goals and academic expectations clearly identified</li> <li>• Formal and informal observations</li> <li>• Lesson plans that identify school and community resources</li> <li>• Literature, publications provided by the school and community</li> <li>• Guest speakers</li> <li>• Field trips that support learning</li> </ul>
<b><i>2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.</i></b>	
<ul style="list-style-type: none"> <li>• Lesson plans with learning goals and academic expectations clearly identified</li> <li>• Formal and informal observations</li> <li>• Assessments</li> <li>• Student products/work/performance</li> <li>• Student work samples demonstrating application</li> <li>• Activities, products with student explanations of processes and concepts, skill and critical thinking</li> </ul>	

**TEACHER STANDARDS/CRITERIA EVIDENCE/DATA**

***Standard 3: Creates/Maintains Learning Climate: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.***

<b><i>3.1 Communicates high expectations.</i></b> <ul style="list-style-type: none"> <li>• Written communication to students and/or parents</li> <li>• Evaluator inclusion in disciplinary conferences</li> <li>• Formal and informal classroom observations</li> <li>• Classroom rules posted and consistently followed</li> </ul>	<b><i>3.2 Establishes a positive learning environment.</i></b> <ul style="list-style-type: none"> <li>• Classroom rules posted and consistently followed</li> <li>• Written rule and procedures given to students and parents</li> <li>• Written communication to parents outlining expectations and keeping parents aware of behavior</li> <li>• Activities, products with student explanations of processes and concepts, skill and critical thinking</li> </ul>
<b><i>3.3 Values and supports student diversity and addresses individual needs.</i></b> <ul style="list-style-type: none"> <li>• Lesson plans identifying individual or group inquiry</li> <li>• Activities, materials used in inquiry</li> <li>• Rituals, routines and structures observed both formally and informally</li> <li>• Lesson plans identifying accommodations</li> <li>• Materials using a variety of instructional strategies</li> <li>• Teacher inventory of personal instructional strategies</li> <li>• Formal and informal classroom observations</li> </ul>	<b><i>3.4 Fosters mutual respect between teacher and students and among students.</i></b> <ul style="list-style-type: none"> <li>• Written disciplinary referrals and notes about referrals</li> <li>• Disciplinary conferences involving administrator/evaluator</li> <li>• Absence of complaints about lack of objectivity</li> <li>• Evidence of discipline plan enforced</li> <li>• Teacher list of various management techniques</li> <li>• Certificates of training in classroom management</li> <li>• Audio-tape or videotape classroom interaction during instruction</li> </ul>
<b><i>3.5 Provides a safe environment for learning.</i></b> <ul style="list-style-type: none"> <li>• Demonstrates flexibility in handling disciplinary process</li> <li>• Letters, notes, email to parents showing flexibility, creativity</li> <li>• Written disciplinary plan</li> <li>• Classroom rules and procedures consistently followed</li> </ul>	

**TEACHER STANDARDS/CRITERIA EVIDENCE/DATA**

***Standard 4: Implements/manages Instruction: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.***

<b><i>4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.</i></b>	<b><i>4.2 Implements instruction based on diverse student needs and assessment data.</i></b>
<ul style="list-style-type: none"> <li>• Class syllabus</li> <li>• Lesson plans with specific goals and clear expectations</li> <li>• Wall charts outlining goals and expectations</li> <li>• Letters, notes, email to parents/students regarding high expectations</li> <li>• Rubrics, assessments with specific goals and high expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Diaries</li> <li>• Student learning logs</li> <li>• Lesson plans with multiple viewpoints addressed</li> <li>• Audio-tapes/videotapes of presentation of viewpoints</li> <li>• Handouts reflecting multiple viewpoints</li> <li>• Demonstrates use of media and technology</li> <li>• Lesson plan or log of activities using media/technology</li> </ul>
<b><i>4.3 Uses time effectively.</i></b>	<b><i>4.4 Uses space and materials effectively.</i></b>
<ul style="list-style-type: none"> <li>• Facilitates class or group discussions</li> <li>• Uses Paideia seminar</li> <li>• Time flowchart</li> <li>• Scripting from evaluator or observer</li> <li>• Implementation and Impact reports</li> </ul>	<ul style="list-style-type: none"> <li>• List of instructional items in personal repertoire</li> <li>• Artifacts used in strategies</li> <li>• Audio-tapes/videotapes of strategies in action</li> </ul>
<b><i>4.5 Implements and manages instruction in ways that facilitate higher order thinking</i></b>	
<ul style="list-style-type: none"> <li>• List of questioning strategies</li> <li>• Audio-tapes/videotape of questioning</li> <li>• Higher order thinking skills inventory (Bloom's taxonomy)</li> <li>• Proficient samples and models provided for students prior to assignment</li> <li>• Examples and non-examples cited: handouts, lesson guides</li> </ul>	

## TEACHER STANDARDS/CRITERIA EVIDENCE/DATA

***Standard 5: Assesses and Communicates Learning Results: The teacher assesses learning and communicates results of student sot others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.***

<b><i>5.1 Uses pre-assessments.</i></b>	<b><i>5.2 Uses formative assessments</i></b>
<ul style="list-style-type: none"> <li>• Teacher file of assessments with rubric/scoring guides</li> <li>• STAR assessments</li> <li>• Think-Link Assessments</li> <li>• Accelerated Reader Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of criteria</li> <li>• Copies of scoring guides and rubrics</li> <li>• Copies of authentic assessments</li> <li>• Grade correlations between classroom and CATS</li> </ul>
<b><i>5.3 Uses summative assessments.</i></b>	<b><i>5.4 Describes, analyzes, and evaluates student performance data.</i></b>
<ul style="list-style-type: none"> <li>• IEP's with accommodations</li> <li>• Adaptations needed for physical limitations</li> <li>• Individual education plans</li> <li>• Written plan to improve performance</li> </ul>	<ul style="list-style-type: none"> <li>• ESS referrals</li> <li>• Notes of conferences with student/parents regarding assessments results</li> <li>• Written plan to improve performance</li> <li>• Multiple assessments showing development of skills and improvement in learning</li> <li>• STI/IC reports</li> <li>• KPR analysis with grade level/content area plans</li> <li>• CSIP and CDIP committee reports</li> <li>• Student work analysis with class profiles</li> </ul>
<b><i>5.5 Communicates learning results to students and parents.</i></b>	<b><i>5.6 Allows opportunity for student self-assessment.</i></b>
<ul style="list-style-type: none"> <li>• Letters, notes, email to students and parents</li> <li>• Dated progress reports</li> <li>• Individual education plans</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of criteria</li> <li>• Copies of scoring guides and rubrics</li> <li>• Notes of conferences with student/parents regarding assessments results</li> <li>• Written plan to improve performance</li> <li>• Multiple assessments showing development of skills and improvement in learning</li> </ul>



**TEACHER STANDARDS/CRITERIA EVIDENCE/DATA**

**Standard6:** *Demonstrates Implementation of Technology: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents and the community and conduct research.*

<b>6.1 Uses available technology to design and plan instruction</b>	<b>6.2 Uses available technology to implement instruction that facilitates student learning.</b>
<ul style="list-style-type: none"> <li>• Lesson plan annotation for use of technology</li> <li>• Documents created</li> <li>• Informal and formal observations</li> </ul>	<ul style="list-style-type: none"> <li>• Products</li> <li>• Creations</li> <li>• Lesson plan annotation for use of technology</li> <li>• Documents created</li> <li>• Informal and formal observations</li> </ul>
<b>6.3 Integrates student use of available technology into instruction.</b>	<b>6.4 Uses available technology to assess and communicate student learning.</b>
<ul style="list-style-type: none"> <li>• Products</li> <li>• Lesson plan annotation for use of technology</li> <li>• Documents created</li> </ul>	<ul style="list-style-type: none"> <li>• Verification from Technology Coordinator of proficiency</li> <li>• Informal and formal observations</li> </ul>
<b>6.5 Demonstrates ethical and legal use of technology</b>	
<ul style="list-style-type: none"> <li>• Verification from Technology Coordinator of proficiency</li> <li>• Informal and formal observations</li> </ul>	

**TEACHER STANDARDS/CRITERIA EVIDENCE/DATA**

**Standard 7:** *Reflects/Evaluates Teaching/Learning: The teacher reflects on and evaluates specific teaching/ learning situations and/or programs.*

<b>7.1 Uses data to reflect on and evaluate student learning.</b>	<b>7.2 Uses data to reflect on and evaluate instructional practice.</b>
<ul style="list-style-type: none"> <li>• Reviews grading period results</li> <li>• Calculates percentage of students at each grade category</li> <li>• Identifies learning needs of sub-populations</li> <li>• Reviews test areas, concepts and skills where students performed poorly</li> <li>• Written reflections, journal entries and self-reflection on practice</li> <li>• Accepts responsibility for student success and failure</li> </ul>	<ul style="list-style-type: none"> <li>• CDIP committee reports</li> <li>• Curriculum/instruction committee reports</li> <li>• Written recommendation with rationale</li> </ul>
<b>7.3 Uses data to reflect on and identify areas for professional growth.</b>	
<ul style="list-style-type: none"> <li>• Copies of redesigned assessments due to reflection showing a problem</li> <li>• Annotated lesson plans marking changes as a result of feedback, reflection</li> </ul>	

**TEACHER STANDARDS/CRITERIA EVIDENCE/DATA**

***Standard 8: Collaborates with colleagues/Parents/Others: The teacher collaborates with colleagues, parents and other agencies to design implement and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.***

<b><i>8.1 Identifies students whose learning could be enhanced by collaboration.</i></b>	<b><i>8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.</i></b>
<ul style="list-style-type: none"> <li>Letters, notes, email showing initiation of collaboration</li> <li>Any written evidence of collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Written description of collaborative effort</li> <li>Copy of IEP and/or SBARC conference summary with confidential information deleted</li> <li>Notes from discussions with students and others</li> </ul>
<b><i>8.3 Implements planned activities that enhance student learning and engage all parties.</i></b>	<b><i>8.4 Analyzes data to evaluate the outcomes of collaborative efforts.</i></b>
<ul style="list-style-type: none"> <li>Written timelines for collaboration (e.g., KTIP cycles, unit planning cycle, CSIP review)</li> <li>Written outline of expectations</li> <li>Letters, notes, email to colleagues, parents, representatives outlining a collaborative project</li> <li>Copies of letters of responses to initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Written agreements with signatures showing a collaborative venture</li> <li>Notes of meetings</li> <li>Committee reports</li> <li>Notes, memoranda, written reflections on previous experiences</li> <li>Team teaching meetings minutes</li> <li>Vertical alignment committee meeting minutes/reports</li> <li>Copies of plans developed to meet needs</li> <li>Copies of letters requesting services or assistance from agencies</li> <li>Copies of responses from school personnel or community agencies</li> </ul>

**TEACHER STANDARDS/CRITERIA EVIDENCE/DATA**

***Standard 9: Evaluates Teaching and Implements Professional Development: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learner goals refines the skills and processes necessary, and implements a professional development plan.***

<b><i>9.1 Self assesses performance relative to Kentucky's Teacher Standards.</i></b>	<b><i>9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.</i></b>
<ul style="list-style-type: none"> <li>Written IPGP with current dates, activities, conferences, observations, goals &amp; strategies</li> <li>Copies of needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>Copies of analysis used to identify needs</li> <li>Written rationale for identifying needs</li> </ul>
<b><i>9.3 Designs a professional growth plan that addresses identified priorities.</i></b>	<b><i>9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.</i></b>
<ul style="list-style-type: none"> <li>Formative evaluation data</li> <li>Summative evaluation documents</li> <li>Letters, notes, email from colleagues identifying possible PD</li> <li>Professional Growth Plans</li> </ul>	<ul style="list-style-type: none"> <li>Annotated lesson plans showing implementation/application of knowledge, skills gained from PD experiences</li> </ul>

**TEACHER STANDARDS/CRITERIA EVIDENCE/DATA**

**Standard 10: Provides Leadership Within School/Community/Profession: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.**

<b><i>10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.</i></b>	<b><i>10.2 Develop a plan for engaging in leadership activities</i></b>
<ul style="list-style-type: none"> <li>• Mentoring of colleagues.</li> <li>• Participation in State and National professional organizations, cadres, and academics</li> <li>• Recommendations of colleagues for emerging leadership opportunities</li> <li>• Encouragement of professional reading</li> <li>• Copies of presentations with handouts constructed</li> <li>• Minutes of committee meetings</li> <li>• Audio tapes/videotapes of teaching/learning</li> </ul>	<ul style="list-style-type: none"> <li>• Letters, notes, email messages to/from parents, community members, community groups</li> <li>• Class newsletters</li> <li>• Audio tapes/videotapes of messages sent/received</li> <li>• Premier agenda</li> <li>• Home/school notebooks</li> <li>• Email alert on weather closings</li> <li>• School notes.com</li> </ul>
<b><i>10.3 Implements a plan for engaging in leadership activities</i></b>	<b><i>10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.</i></b>
<ul style="list-style-type: none"> <li>• Membership cards and plaques</li> <li>• Copies of travel reimbursement forms with activities identified</li> <li>• Certificates of attendance or ELIA credit</li> <li>• Sharing of new learning with other colleagues</li> <li>• Sign in sheets with signature and times</li> <li>• Evaluation forms signed by administrator or leader</li> <li>• Absence of letters, notes, email documenting lack of punctuality or poor attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans, unit plans</li> <li>• Curriculum maps</li> <li>• Instructional materials</li> <li>• Letters, notes, email identifying policies/procedures followed</li> <li>• Absence of letters, notes, email documenting failure to adhere</li> <li>• Records corresponding to specific items in the policies/procedures</li> </ul>

**TEACHER STANDARDS/CRITERIA EVIDENCE/DATA**

**Standard 11: Performance Responsibilities**

<b><i>11.1 Implements the school consolidated improvement plan</i></b>	<b><i>11.2 Maintains records and reports as required by the Board of Education and the Kentucky Statutes</i></b>
<ul style="list-style-type: none"> <li>• Evidence in IPGP</li> <li>• Measurable improvements in student performance</li> <li>• Classroom grades reflect local, state and national assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Grade book records</li> <li>• Cumulative folders</li> <li>• Attendance records</li> <li>• IEP's, ESS, intervention programs</li> </ul>
<b><i>11.3 Maintains a high level of ethical behavior and confidentiality of information about students</i></b>	<b><i>11.4 Serves on committees and is consistent with job descriptions</i></b>
<ul style="list-style-type: none"> <li>• Written agreements with signatures</li> <li>• Absence of letters, notes, emails documenting failure</li> <li>• Records corresponding to specific items in the Code of Ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Notes of meetings</li> <li>• Copies of sign in sheets</li> <li>• Committee reports</li> <li>• Faculty meetings</li> <li>• Professional development</li> </ul>
<b><i>11.5 Performs duties assigned by Principal, Superintendent, Administrative Staff and Board of Education</i></b>	
<ul style="list-style-type: none"> <li>• Absence of letters, notes, emails documenting failure</li> <li>• Proof of attendance of meetings</li> <li>• Early/late duty</li> <li>• Supervision of students</li> </ul>	

**TEACHER EVALUATION  
PRE-OBSERVATION REPORT**

Teacher's Name: _____			
(Print)	Last	First	Middle
School Name: _____		Date of Observation: _____	
Theme/Topic: _____			
Grade/Age Level of Students: _____			
Period/Time: _____			
Subject Area(s) Observed: _____			

**TYPE OF CLASSROOM**

A. Lesson Objectives/Core Content:

B. Thoughtful Education strategies to be used:

C. What have you and your students done prior to this class that will help both of you achieve success in terms of your lesson objectives?

D. How will you assess student learning?

Formative

Summative

E. Are there specific teaching behaviors you would like monitored? If so, list them.

F. Comment here on special circumstances or working conditions as they relate to the observation: (e.g. schedule, time to plan, room assignment, extra responsibilities, classload)

---

Evaluatee's Signature

Date

Evaluator's Signature

Date

(Please attach additional information, as necessary)

**MONROE COUNTY PUBLIC SCHOOLS  
FORMATIVE EVALUATION INSTRUMENT**

EVALUATEE'S NAME \_\_\_\_\_ DATE \_\_\_\_\_  
 SCHOOL \_\_\_\_\_ SUBJECT \_\_\_\_\_ GRADE LEVEL \_\_\_\_\_  
 EVALUATOR'S NAME \_\_\_\_\_

STANDARD 1: DEMONSTRATES APPLIED CONTENT KNOWLEDGE

\_\_\_ MET

\_\_\_ NOT MET

STANDARD 2: DESIGNS/PLANS INSTRUCTION

\_\_\_ MET

\_\_\_ NOT MET

STANDARD 3: CREATES/MAINTAINS LEARNING CLIMATE

\_\_\_ MET

\_\_\_ NOT MET

STANDARD 4: IMPLEMENTS/MANAGES INSTRUCTION

\_\_\_ MET

\_\_\_ NOT MET

STANDARD 5: ASSESSES AND COMMUNICATES LEARNING RESULTS

\_\_\_ MET

\_\_\_ NOT MET

STANDARD 6: DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY

\_\_\_ MET

\_\_\_ NOT MET

STANDARD 7: REFLECTS AND EVALUATES TEACHING AND LEARNING

\_\_\_ MET

\_\_\_ NOT MET

\_\_\_\_\_ Evaluatee requests additional observation

\_\_\_\_\_  
Evaluatee's Signature and Date

\_\_\_\_\_  
Evaluator's Signature and Date

White Copy-School

Pink Copy-Evaluatee

**POST FORMATIVE CONFERENCE (Optional)**

Evaluatee: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date Observed: \_\_\_\_\_

*Instructions: The performance standards and demonstrators reviewed are noted on the Monroe County Formative/Summative Teacher Assessment Instrument in the appropriate Formative Observation columns.*

EFFECTIVE BEHAVIORS:

IMPROVEMENTS SUGGESTED:

EVALUATEE COMMENTS:

Review of Portfolio scheduled date \_\_\_\_\_

I have had a pre-observation conference prior to a formative evaluation.

I am knowledgeable about the content of this report and have had an opportunity to discuss it in a conference with my immediate supervisor. I have received a copy.

\_\_\_\_\_  
Signature of Evaluatee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

## Monroe County Schools-District Walkthrough

Teacher's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Observer's Name: \_\_\_\_\_

**Engagement****Culture and Climate**

# Actively Engaged \_\_\_\_\_

# Passively Engaged \_\_\_\_\_

# Not Engaged \_\_\_\_\_

The teacher was \_\_\_\_\_

\_\_\_\_\_

The students were \_\_\_\_\_

\_\_\_\_\_

**Collaboration Evidence** (if applicable) \_\_\_\_\_**Thoughtful Education** (check all that apply)

\_\_\_\_ T.E. strategies used

\_\_\_\_ T.E. evidence in room

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Differentiation**

\_\_\_\_ Evidence of differentiation in the classroom/lesson

\_\_\_\_ Same task/same level (no differentiation evident)

\_\_\_\_ Same task/different level

\_\_\_\_ Different tasks/different level

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Learning Objective**

\_\_\_\_ Evidence of learning objective, essential question, rubric, or I Can statement.

\_\_\_\_ No evidence

**Learning Activity**

\_\_\_\_ Textbook \_\_\_\_\_

\_\_\_\_ Paper/pencil \_\_\_\_\_

\_\_\_\_ Hands-on \_\_\_\_\_

\_\_\_\_ Technology \_\_\_\_\_

\_\_\_\_ Discussion \_\_\_\_\_

\_\_\_\_ Listening \_\_\_\_\_

\_\_\_\_ Real World Connections \_\_\_\_\_

\_\_\_\_ Other (please specify) \_\_\_\_\_

**Student Understanding**

Do you see evidence of teachers assessing students to ensure understanding of the content (formative assessments, exit slips, Turning Point devices, marker boards, etc.)?

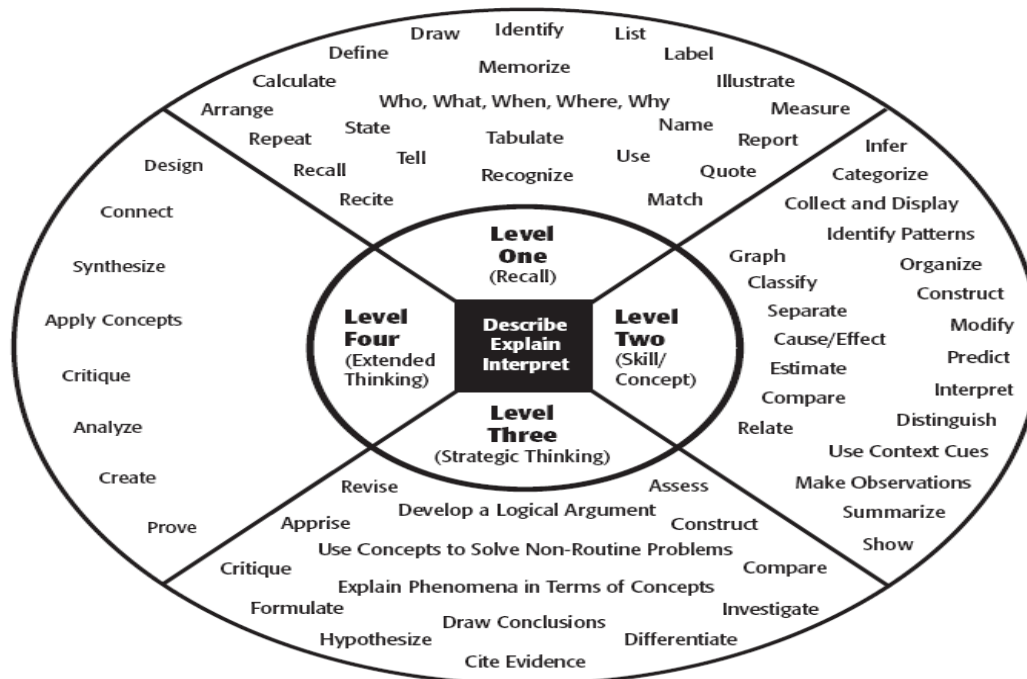
Yes \_\_\_\_ No \_\_\_\_

Please specify: \_\_\_\_\_

\_\_\_\_\_

Please circle the word or words that best describe the DOK of the activity or questions observed.

## Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.	Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

What I liked \_\_\_\_\_

\_\_\_\_\_

What I wondered \_\_\_\_\_

\_\_\_\_\_

### Teacher Comments

I am proud of \_\_\_\_\_

\_\_\_\_\_

If I could change anything about this lesson it would be \_\_\_\_\_

\_\_\_\_\_

Observer's signature: \_\_\_\_\_ Teacher's signature: \_\_\_\_\_



**MONROE COUNTY PUBLIC SCHOOL  
SUMMATIVE EVALUATION FOR EDUCATORS**

Tenured \_\_\_\_\_ Non-Tenured \_\_\_\_\_

This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.

Evaluatee \_\_\_\_\_ Grade/Content Area \_\_\_\_\_  
School \_\_\_\_\_ Position \_\_\_\_\_

**DATES:**

Pre-Observation Report \_\_\_\_\_ Formative Evaluation \_\_\_\_\_  
Post Formative Conference \_\_\_\_\_ Portfolio Evaluation \_\_\_\_\_  
Summative Evaluation \_\_\_\_\_ Additional Evaluations \_\_\_\_\_  
Growth Plan Reviewed \_\_\_\_\_ Walkthroughs \_\_\_\_\_

TEACHER STANDARDS	MET	NOT MET
1. Demonstrates Knowledge of Content		
2. Designs/Plans Instruction		
3. Creates/Maintains Learning Climate		
4. Implements/Manages Instruction		
5. Assesses and Communicates Learning Results		
6. Demonstrates Implementation of Technology		
7. Reflects/Evaluates Teaching /Learning		
8. Collaborates with Colleagues/Parents/Others		
9. Engages in Professional Development		
10. Demonstrates Professional Leadership		
11. Performance Responsibilities		
<b>Summative Evaluation Rating</b>		
In order to receive a rating of MET all 11 standards must be met		

Evaluatee's Comments:

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Evaluator's Comments:

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**To be signed after all information above has been completed and discussed:**

Appeals shall be made to the Director of Personnel within ten (10) work days of receipt of this evaluation as described in the *Certified Evaluation Handbook*.

I understand that signing this form indicates that I have met with the principal/evaluator and have received a copy of this form and attachments, if applicable.

\_\_\_\_\_  
**Evaluatee's Signature and Date**

\_\_\_\_\_  
**Evaluator's Signature and Date**

White Copy-School	Yellow Copy-Central Office	Pink Copy-Evaluatee
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# **MONROE COUNTY SCHOOL DISTRICT PROFESSIONAL PORTFOLIO**

2009-2010

## **CONTENTS**

Entry 1 – Analyzing Student Data

Entry 2 – Accomplishments Outside  
The Classroom

## PORTFOLIO

### I. ENTRY I – ANALYZING STUDENT DATA (Professional Teaching Standards 5 & 7) ONGOING – TO BE USED WITH PLC AND STATE ASSESSMENT ANALYSIS TEST DATA

#### A. Mandated National/State Standardized Data (CATS, ACT, etc)

After analysis of this data, what areas are of concern to you?


After analysis of this data, what will you do differently?


#### B. School Standardized Data (PAS-Thinklink, PLAN, Diagnostic Assessments GRADE, GMADE)

After analysis of this data, how will you improve student learning?


#### C. Classroom Assessment (Learning Checks, Formative Observations, Pre and Post Test etc.)

What does this student assessment tell you about the mastery of core content?


What does the student work suggest about your next step of instruction?


What are the areas that need improvement?

What strategies would you use to improve these identified areas?

**A. Reflection**

What feedback will you give students to foster growth?
After comparing the three types of data, what correlations and discrepancies did you find?

## ENTRY 2 – PROFESSIONAL ACCOMPLISHMENTS (CURRENT YEAR ONLY)

### Professional Teaching Standard 6, 8, 9, 10, & 11

#### A. Professional Leadership – (May only include school leadership; can include accomplishments from this school year and last year)

1. School Leadership - (i.e. Committee Assignments, Learning Club Meetings, Club Sponsors, Attendance Sheets, Special Recognition, any program or grant you have initiated, PD you have presented, etc.)
2. District Leadership – (i.e. Curriculum Committees, Leadership Retreat, PD you have presented, any committees you have been asked to join, etc.)
3. State/National Leadership – (i.e. State or National Professional Organization memberships or offices, State or National Conferences Certificates of Attendance, etc.)

#### B. Collaboration (Documentation to prove your work as a partner)

1. Colleagues
2. Family – Show two-way communication with a focus on student learning (e-mails, contact log, etc.)
3. Community

#### C. Professional Development Log

When you look at your Professional Development, what does it suggest about your work as a learner in support of student learning?

#### D. Reflection

In your work outside of the classroom, what was most effective in improving student learning?
Why?
What would you do differently if you had the opportunity?

Teacher Name: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_  
Date: \_\_\_\_\_

## TEACHER PORTFOLIO EVALUATION

### RATING SCALE

- 4 - Clear, consistent and convincing evidence
- 3 - Evidence shown in most areas
- 2 - Evidence in some areas but not all
- 1 - Little or no evidence shown

Overall Rating:

### ENTRY 1: ANALYZING STUDENT DATA

Entry 1 Rating \_\_\_\_\_ MET \_\_\_\_\_ NOT MET

Professional Teaching Standards 5 and 7

Entry proves that you:

- \* Set high, worthwhile and appropriate learning goals for your students and connect the assessment to these goals.
- \* Accurately describe, analyze and evaluate students' responses in light of instructional goals showing knowledge of students and insight into their learning.
- \* Assess student responses with deliberate intent to build students' conceptual understanding. This is clearly evident from the connections among the concept of study, the featured unit, your analysis of student responses, and the appropriate feedback and next steps for the students.
- \* Integrate analysis of assessment into your classroom by adjusting instruction to better meet students' needs.

#### STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

#### STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

White Copy – School

Yellow Copy – Central Office

Pink copy - Evaluatee

## **ENTRY 2: PROFESSIONAL ACCOMPLISHMENTS**

Entry 3 Rating \_\_\_\_\_ MET \_\_\_\_\_ NOT MET

Professional Teaching Standards 6, 8, 9, 10, and 11

Entry proves that you:

- \* Communicate with families and community in an interactive manner that fosters two-way dialogue focusing on teaching and learning issues and on student progress. You treat parents and other interested adults as valued partners in education.
- \* Strengthen your own teaching through conscious and deliberate professional development in areas that are relevant to your teaching and learning context.
- \* Work with colleagues to improve teaching and learning, either within the school or in a larger professional teaching context.
- \* Share your expertise with others, providing leadership through facilitating professional development, improving instructional practices, or advocating for positive change in educational policy.
- \* Approach your work outside the classroom with a conscious and deliberate approach and a focus on improving teaching and learning, rather than merely fulfilling job requirements.
- \* Have an impact on student learning through your work with families and community, other colleagues, and professionals and through technology.

### **STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY**

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

### **STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS**

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### **STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT**

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

### **STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION**

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

### **STANDARD 11: COMPLETES ALL PROFESSIONAL RESPONSIBILITIES**

Evaluator's Signature: \_\_\_\_\_ Evaluatee's Signature: \_\_\_\_\_

White Copy – School

Yellow Copy – Central Office

Pink copy - Evaluatee

## Corrective Action Plan

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Work Site: \_\_\_\_\_

## Standard for Corrective Action:

## Based On:

_____ Walk Through(s)	_____ Lesson Plans
_____ Formal Observation(s)	_____ Student Work Samples
_____ Personal Growth Plan(s)	_____ Other _____
_____ Portfolio	_____

## Growth/Objectives Goals:

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## Strategies:

- 1.
- 2.
- 3.

Assessment Methods: \_\_\_\_\_

Date of Expected Correction: \_\_\_\_\_ Immediate \_\_\_\_\_ Within 30 days

Status: Met \_\_\_\_\_ Not Met \_\_\_\_\_

Evaluatee's Comments:

Evaluator's Comments:

Corrective Action Plan Developed:

Reviewed:

\_\_\_\_\_  
 Evaluatee's Signature Date

\_\_\_\_\_  
 Evaluatee's Signature Date

\_\_\_\_\_  
 Evaluator's Signature Date

\_\_\_\_\_  
 Evaluator's Signature Date



## **Instructions for Completing the Individual Corrective Action Plan**

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or “does not meet” rating on any one **Standard** or more from the Evaluation Process or an immediate change in behavior is needed. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

**1. Standard Number**

Identify the specific standard(s) from the Summative Evaluation Form that has a “does not meet” rating assigned.

**2. Present Professional Development Stage**

(Select the stage of professional development that best reflects the evaluatee’s level)

B = Beginner  
I = Intermediate  
A = Advanced

**3. Growth Objectives / Goals**

Growth objectives and goals must address the specific standard(s) rated as “does not meet” on the Summative Evaluation document. The evaluatee and evaluator work closely to correct the identified weaknesses.

**4. Strategies**

Identify and design specific strategies for the improvement of performance. Include support personnel, when appropriate.

**5. Assessment Method and Target Dates**

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee.

**6. Documentation of all reviews, corrective actions, and evaluator’s assistance must be provided periodically (as they occur) to the evaluatee**

(Evaluators must follow the local District Professional Development Growth and Evaluation Plan processes and procedures for implementing an Individual Correction Action Plan)

## **GRIEVANCE PROCEDURE**

This policy is designed to provide employees with an opportunity to present their work-related complaints through a grievance procedure. An appropriate dispute is an employee's expressed dissatisfaction concerning an interpretation or application of a work-related policy or procedure that directly affects the employee filing the grievance.

The grievance procedure is the exclusive remedy for employees with appropriate complaints. As used in this policy, the term "timely fashion" means five (5) working days unless extended by the Superintendent.

The grievance procedure has a maximum of three (3) steps, unless the complaint involves a matter which can be appealed to the Board as described herein below, but disputes may be resolved at any step in the process. Disputes will be processed until the employee is satisfied, does not file an appeal in a timely fashion, or exhausts the right to appeal under this policy. The decision becomes final whenever an employee does not file an appeal in a timely fashion or when a decision is made in the final step and the right of appeal no longer exists under this policy.

Employees who feel they have an appropriate dispute should proceed as follows:

- A. Step 1 - File a complaint within five (5) working days of the occurrence on which the complaint is based on a written form provided for this purpose with the employee's Designated Administrator. If the dispute involves the Designated Administrator, then the employee may proceed directly to Step 2. The Designated Administrator will investigate the complaint, attempt to resolve it, and if unresolved, provide a written decision to the employee within ten (10) calendar days of receipt of the complaint.
- B. Step 2 - Appeal the decision to the Personnel Director if the employee is not satisfied with the Designated Administrator's decision, or file the initial complaint with the Personnel Director if Step 1 has been bypassed. This appeal or initial complaint filing must be made in a timely fashion using a written form provided for this purpose, and if an appeal, the initial complaint and the Designated Administrator's response to the initial complaint must be attached thereto. If an appeal, the Superintendent may request the Designated Administrator to provide a written response to the appeal. The Director will review the written documentation and may otherwise investigate the complaint and provide a written decision to the employee within ten (10) calendar days of receipt of the initial complaint.
- C. Step 3 - Appeal the decision to the Superintendent, if the employee is dissatisfied with the Personnel Director's decision, on a written form provided for this purpose, with all previous written documentation involving the complaint attached thereto. The Superintendent may request that the Assistant Personnel Director submit a written response to the appeal. The Superintendent will review the documentation and may otherwise investigate the complaint, and provide a written decision to the employee within twenty (20) calendar days of receipt of the appeal, which decision will be final unless an appeal can be made to the Board under Step 4.
- D. Step 4 - The Board will not consider any appeal of any work-related complaint concerning personnel actions unless the issue of the complaint concerns constitutional, statutory, regulatory or policy application. If the appeal is a proper subject for consideration by the Board and the employee is not satisfied with the decision of the Superintendent, the employee may appeal the decision of the Superintendent to the Board in a timely fashion using a written form provided for this purpose, with all

previous written documentation involving the complaint attached thereto. The Board will review the documentation and may otherwise investigate the complaint and provide a written decision within thirty (30) calendar days which decision will be final.

The Superintendent and/or the Board may refuse to consider any complaint or appeal, which the Superintendent or the Board determines, is not a proper subject for dispute resolution under this policy.

The complaint filed by an employee must include the name of the employee, the position of the employee, the date of the occurrence on which the complaint is based, the date the complaint was filed with the Designated Administrator, the particular board policy or procedure upon which the complaint is based, including, but not limited to, the text of the policy or procedure, the identifying number of the policy or procedure, the publication in which the policy or procedure is located, i.e., policies of the Monroe County Board of Education, Personnel Policies for Certified Staff, etc. and a detailed description of the events, occurrences, actions or inactions upon which the complaint is based, including, but not limited to names, dates, persons involved, and description of events.

**GRIEVANCE PROCEDURE INITIATION  
FORM #1**

Instructions: This form is to be used by any employee filing a grievance under the provisions of Monroe County Board of Education's Policy. It should be noted by the employee completing this form that it is essential that it be completed in its entirety with all requested information listed. If you have questions regarding this form or the grievance process, contact your immediate supervisor or the Superintendent Designee.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Job Title

\_\_\_\_\_  
Home Address

\_\_\_\_\_  
Building(s) Assignment

\_\_\_\_\_  
Immediate Supervisor

**Explanation of Grievance:** It is essential that the following information be provided in detail concerning the circumstances that resulted in the filing of this grievance. Information must include:

- Date of occurrence on which grievance is based.
- The particular board policy or procedure upon which the grievance is based including, but not limited to, the complete text of the policy, the identifying number of the policy or procedure, and the publication in which the policy or procedure is located. (Use additional sheet and attach if necessary.)
- A detailed description of the events, occurrences, actions or inaction upon which the grievance is based including, but not limited to names, dates, persons involved and a description of events. (Use additional sheet and attach if necessary.)

**Requested Results:** What results are you seeking from the filing of this grievance?

**Immediate Supervisor or Superintendent Response:**

(Use additional sheet and attach if necessary)

\_\_\_\_\_  
Signature of Person Filing Grievance

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Supervisor Receiving Grievance

\_\_\_\_\_  
Date Filed

## GRIEVANCE APPEAL FORM #2

**Instructions:** This form is to be used if the initial grievance filed has not been satisfactorily resolved by the immediate supervisor or the Superintendent Designee. This form should be used for Step 2 or 3. It is essential that all requested information be included. You should attach all previous forms and communications related to Grievance Initiation - Form #1. (Use additional sheet and attach if necessary.) If you have questions regarding this form or the grievance process, contact your immediate supervisor or the Superintendent Designee.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Job Title

\_\_\_\_\_  
Home Address

\_\_\_\_\_  
Building(s) Assignment

\_\_\_\_\_  
Immediate Supervisor

**Basis for Appeal:** State specifically and in detail the basis for this appeal paying particular attention to those policies or procedures that were identified by you on Grievance Form #1. You should include in your appeal the basis for your belief that the interpretation in resolving Form #1 disregarded an act or acts that are in violations of Board approved policies and/or procedures.

**Response:** (To be completed by designated administrator. Use additional sheet and attach if necessary.)

\_\_\_\_\_  
Signature of Person Filing Appeal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Supervisor Receiving Appeal

\_\_\_\_\_  
Date Filed

**POLICY STATEMENT LOCAL APPEALS PANEL  
AS REQUIRED BY KRS 156.101 (11)  
AND 704 KAR 3:345 (3)**

**INTRODUCTION**

The State Legislature amended KRS 156.101 (11) to read as follows:

The local board of education shall establish an evaluation appeals panel for certified personnel which shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who feel that they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation.

704 KAR 3:345 Section 9 reads as follows:

A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by KDE shall have the opportunity to appeal to the Kentucky Board of Education.

**LENGTH OF TERM**

The beginning date shall be July 1 and the ending date shall be June 30. If an appeal is pending at the end of a panels term, said appeal shall be completed by that panel.

**ELECTION OF APPEALS PANEL MEMBERS**

The election of two members of the Appeals Panel by certified staff shall be accomplished by using the following process:

1. By April 15, 2001 and each year thereafter, the Superintendent shall appoint two certified people to serve as election officers to conduct the process.
2. By the first day of May, the election officers, using a nomination form, shall seek nominations of persons whose names will be placed on a ballot unless the nominee(s), when contacted, indicate(s) otherwise.
3. Ballots shall be prepared by the election officers and distributed to each certified staff member. Elections shall be by secret ballot. Elections shall be completed and ballots counted by the election officers on or before June 1 of each year. The two persons receiving the highest number of votes respectively shall serve on the panel. The two persons receiving the next highest number of votes respectively shall serve as alternates. The election officers shall certify the results to the Superintendent.
4. Appeals Panel members shall agree on one member of the panel to serve as chairperson.

**APPOINTMENT OF CERTIFIED STAFF MEMBERS TO APPEALS PANEL**

Upon the recommendation of the Superintendent, the Board shall appoint one appeals panel member at the regular June Board meeting.

## **PROCEDURES FOR APPEAL AND TIMELINES**

If an employee feels that his/her summative evaluation is in error, said employee shall have 15 calendar days from date of receipt of summative evaluation to file a written appeal with the Appeals Panel showing why the evaluation was in error. As part of the written appeal, the employee or evaluatee shall be required to sign a prepared form which states that he/she understands that all records pertinent to the evaluation may be presented by the evaluator to the panel. It also states whether or not they desire a hearing on the appeal and their right to the presence of a chosen representative. All copies of records provided to the Appeals Panel by the evaluator shall be provided to the evaluatee as well. The opportunity to review all documentation submitted by both parties will be given reasonably in advance.

The evaluator will receive a copy of all evaluatee documentation reasonably in advance of the hearing. The evaluator shall be furnished a copy of the evaluatee's appeal and shall have 10 calendar days from date of receipt of appeal to file a response to the appeal with the Appeals Panel.

The Evaluation Appeals Panel is limited by statute to reviewing evaluations questioned by a certified employee.

The panel shall present their findings within 30 calendar days after the appeal is officially filed with them to the Superintendent. The findings of the panel are advisory in nature.

The panel's review shall determine whether or not the evaluation has a factual basis. This means that if facts exist on which the evaluator could reasonably base his/her decision, then the Appeals Panel cannot find the conclusion in error merely because they would prefer a different result. The appealing employee has the burden of proof and shall be required to submit proof to the panel that would compel the panel to find that the evaluation was not factually based. Mere claims are not sufficient.

The Appeals Panel, in addition to reviewing written appeals and responses to said appeals, may request oral information from both parties as well as further written interrogatories if the situation warrants such.

When hearings warrant additional information being presented, the Appeals Panel shall extend the timeline by providing notification to all parties in writing.

The Superintendent shall have 45 calendar days from the receipt of the written findings of Appeals Panel to review the matter and take final action.

Certified Personnel

Evaluation Appeal FormINSTRUCTIONS

This form is to be used by certified employees who wish to appeal their current summative evaluation. If you feel that you were not fairly evaluated, you may submit an appeal to the Advisory Appeal Panel by completing this form and returning it to the chairman of the panel within fifteen (15) calendar days of the receipt of your summative evaluation.

Date summative evaluation was received by you: \_\_\_\_\_

Date appeal received by panel: \_\_\_\_\_

Employee's Name	Social Security #	Home Address
Title	Building	Grade or Department

What specifically do you object to or why do you feel you were not fairly evaluated?

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Name of evaluator: \_\_\_\_\_

Upon filing this appeal, I understand that I have a right to a hearing before the Appeal Panel. I understand that by filing this appeal I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.

Please check one: \_\_\_\_\_ I desire a hearing before the Appeals Panel  
 \_\_\_\_\_ I do not desire a hearing before the Appeals Panel

\_\_\_\_\_  
 Employee's Signature

\_\_\_\_\_  
 Date



## EVALUATION APPEALS PANEL FOR 2009-2010

Panel Member Dana Gillenwater

Panel Member                      Rhonda Tracy

Board Appointed Administrator      Kevin Cloyd

I was given orientation to the Monroe County Certified Personnel Performance Evaluation for Teachers and Administrators 2009-2010 which was conducted by

\_\_\_\_\_ on \_\_\_\_\_  
 Person Providing Orientation Date

at \_\_\_\_\_.

Place

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Signature

**PLEASE GIVE THIS FORM TO YOUR EVALUATOR**

**MONROE COUNTY PUBLIC SCHOOLS  
SCHOOL COUNSELOR EVALUATION INSTRUMENT**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

SCHOOL \_\_\_\_\_ EVALUATOR'S NAME \_\_\_\_\_

**STANDARD 1:** The school counselor demonstrates competency in program management and evaluation

\_\_\_ MET

\_\_\_ NOT MET

Evidence:

**STANDARD 2:** The school counselor provides a developmental, preventative, guidance program using individual counseling, small group counseling, and large group settings.

\_\_\_ MET

\_\_\_ NOT MET

Evidence:

**STANDARD 3:** The school counselor functions in a collaborative and cooperative manner to coordinate resources in the school, the community, and the district to maximize academic, career, personal and social development of the students.

\_\_\_ MET

\_\_\_ NOT MET

Evidence:

**STANDARD 4:** The school counselor acts within legal and ethical guidelines and provides professional leadership within the school and community.

\_\_\_ MET

\_\_\_ NOT MET

Evidence:

**STANDARD 5:** The school counselor coordinates with school and community personnel to provide resources for students.

\_\_\_ MET

\_\_\_ NOT MET

Evidence:

STANDARD 6: The school counselor participates in planning and evaluation of the district assessment program.

\_\_\_ MET

\_\_\_ NOT MET

Evidence:

STANDARD 7: The school counselor adheres to professional code of ethics adopted by the EPSB.

\_\_\_ MET

\_\_\_ NOT MET

Evidence:

STANDARD 8: The school counselor demonstrates professional leadership. Performance of professional responsibilities related to assignment including attendance and punctuality.

\_\_\_ MET

\_\_\_ NOT MET

Evidence:

STANDARD 9: The school counselor engages in professional development.

\_\_\_ MET

\_\_\_ NOT MET

Evidence:

STANDARD 10: The school counselor demonstrates the implementation of technology.

\_\_\_ MET

\_\_\_ NOT MET

Evidence:

\_\_\_\_\_  
Evaluatee's Signature and Date

\_\_\_\_\_  
Evaluator's Signature and Date

## **SCHOOL COUNSELOR STANDARDS**

### **Standard 1: Program Management, Research, and Evaluation**

- 1.1 Define needs and priorities.
- 1.2 Determine objectives.
- 1.3 Communicate with the stakeholders, including school councils, about the design, importance and effectiveness of the program.
- 1.4 Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.
- 1.5 Evaluate the program to assure its contribution to the school's mission and goals.
- 1.6 Use information systems and technology.

### **Standard 2: Developmental Guidance Curriculum**

- 2.1 Assess the developmental needs of students.
- 2.2 Address academic expectations and school-to work initiatives.
- 2.3 Prepare students for successful transitions.
- 2.4 Evaluate the results of the curriculum's impact.
- 2.5 Modify the curriculum as needed to continually meet the needs of students.
- 2.6 Guide individuals and groups of students through the development of educational and career plans.
- 2.7 Provide guidance for maximizing personal growth and development.
- 2.8 Teach the school developmental guidance curriculum.
- 2.9 Assist teachers in the teaching of the guidance curriculum.

### **Standard 3: Individual/Small Group Counseling**

- 3.1 Provide a safe, confidential setting in which students present their needs and concerns.
- 3.2 Promote wellness.
- 3.3 Respond to crises.
- 3.4 Communicate empathy and understanding.
- 3.5 Utilize a broad range of techniques and accepted theories appropriate to school counseling.
- 3.6 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).
- 3.7 Intervene in problem/conflict situations and conduct follow-up sessions.
- 3.8 Respect and nurture the uniqueness of each individual.
- 3.9 Mediate classroom and student conflict.
- 3.10 Empower students to develop and use their resources.

### **Standard 4: Consultation/Collaboration**

- 4.1 Consult with parents, faculty, staff, administrators, and others to enhance their work with students.
- 4.2 Interpret relevant information concerning the developmental needs of students.
- 4.3 Reduce barriers to student learning through direct referred services.
- 4.4 Facilitate new student integration into the school environment.
- 4.5 Work with teachers to provide support for students in a crisis situation.
- 4.6 Interact with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.
- 4.7 Facilitate successful communication between and among teachers, parents, teacher and students.
- 4.8 Work with teachers and administrators relevant to behavior management to promote and support intervention strategies.
- 4.9 Consult with external community and professional resources.

### **Standard 5: Coordination**

- 5.1 Coordinate with school and community personnel, including schools councils, to provide resources for students.
- 5.2 Use an effective referral process for assisting students and others to use special programs and services.
- 5.3 Identify community agencies for referral of students.
- 5.4 Maintain cooperative working relationships with community resources.
- 5.5 Facilitate successful transition from one level of education to the next, (i.e. elementary to middle).

### **Standard 6: Assessment**

- 6.1 Participate in the planning and evaluation of the district/school testing program.
- 6.2 Assess, interpret and communicate learning results to students, faculty, parents, and community.
- 6.3 Collaborate with staff concerning assessment of special needs students.
- 6.4 Use assessment results and other resources of student data in formulating student career/graduation plans.
- 6.5 Coordinate student records to ensure the confidentiality of assessment data.
- 6.6 Provide orientation sessions for faculty, students, and parents regarding the assessment program.

**Standard 7: Adheres to Professional Standards**

- 7.1 Adhere to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.
- 7.2 Adhere to federal/state laws and regulations related to education and child protection.
- 7.3 Be responsible for the on-going professional development.
- 7.4 Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
- 7.5 Be knowledgeable of the position statements of the American School Counselor Association.
- 7.6 Identify activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession.
- 7.7 Attainment of other EPSB standards not included in above.

**Standard 8: Demonstrates Professional Leadership**

- 8.1 Build positive relationships within and between school and community.
- 8.2 Promote leadership potential in colleagues.
- 8.3 Participate in professional organizations and activities.
- 8.4 Write and speak effectively.
- 8.5 Guides the development of curriculum and instructional materials.
- 8.6 Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 8.7 Initiates and develops educational projects and programs.
- 8.8 Practice effective listening, conflict resolution, and group-facilitation skills as a team member.
- 8.9 Present program in a manner that reflects sensitivity to a multicultural and global perspective.
- 8.10 Write for publication, present at conferences and provide professional development.
- 8.11 Work with colleagues to administer an effective learning climate within the school.
- 8.12 Performance responsibilities related to assignment including attendance and punctuality and evaluating results.

**Standard 9: Engages in Professional Development**

- 9.1 Establish priorities for professional growth.
- 9.2 Analyze student performance to help identify professional development needs.
- 9.3 Solicit input from others in the creation of individual professional development plans.
- 9.4 Implement knowledge and skills acquired through on-going professional development.
- 9.5 Modify own professional development plan to improve instructional performance and to promote student learning.

**Standard 10: Demonstrated Implementation of Technology**

- 10.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 10.5 Creates multimedia presentations using scanners, digital cameras and video cameras.
- 10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 10.7 Uses computers and other technologies such as interactive instruction, and audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 10.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10 Practices equitable and legal use of computers and technology in professional activities.
- 10.11 Facilitates the lifelong learning of self and others through the use of technology.
- 10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 10.13 Applies research-based instructional practices that use computers and other technology.
- 10.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 10.15 Uses technology to support multiple assessments of student learning.
- 10.16 Instructs and supervises students in the ethical and legal use of technology.

MONROE COUNTY SCHOOLS  
BAND DIRECTOR – HIGH SCHOOL EVALUATION FORM

Evaluatee \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 School \_\_\_\_\_

Date of Conference \_\_\_\_\_  
 Social Security # \_\_\_\_\_

Standards for School Leaders	Met		Not Met	
1. Teach knowledge and skills in the field of music, which may include instrumental or choral music				
2. Provide individual and small group instruction in order to adapt curriculum to the needs of the students with varying intellectual abilities				
3. Provide instruction by which students develop aesthetic concepts and appreciations and the ability to make qualitative judgements about music				
4. Recruit students to receive instruction in playing standard band instruments				
5. Develop instructional plans and organize class time to provide a balanced program of instruction, demonstration and working time				
6. Establish and maintain standards of student behavior required to provide an orderly and productive environment				
7. Instruct students in proper care and use of instruments and equipment				
8. Evaluate each student's performance and growth in knowledge and understanding				
9. Select and requisition instructional materials and maintain inventory records				
10. Establish and maintain standards of student behavior required to provide an orderly and productive environment				
11. Cooperate in school-wide supervision of students during out-of-classroom activities				
12. Participate in appropriate band competition				
13. Other duties as assigned by the Principal and Superintendent				

Evaluatee's Comments: \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

To be signed after all information has been completed and discussed:

\_\_\_\_\_  
 Evaluatee's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Evaluator's Signature

\_\_\_\_\_  
 Date

MONROE COUNTY SCHOOLS  
BAND DIRECTOR – MIDDLE SCHOOL EVALUATION FORM

Evaluatee \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 School \_\_\_\_\_

Date of Conference \_\_\_\_\_  
 Social Security # \_\_\_\_\_

Standards for School Leaders	Met		Not Met	
1. Teach knowledge and skills in the field of music, which may include instrumental and choral music.				
2. Provide individual and small group instruction in order to adapt curriculum to the needs of the students with varying intellectual abilities.				
3. Provide instruction by which students develop aesthetic concepts and appreciations and the ability to make qualitative judgements about music.				
4. Recruit students to receive instruction in playing standard band instruments.				
5. Develop instructional plans and organize class time to provide a balanced program of instruction, demonstration and working time.				
6. Establish and maintain standards of student behavior required to provide an orderly and productive environment.				
7. Instruct students in proper care and use of instruments and equipment.				
8. Evaluate each student's performance and growth in knowledge and understanding.				
9. Select and requisition instructional materials and maintain inventory records.				
10. Communicate with parents and school counselors on student progress.				
11. Cooperate in school-wide supervision of students during out-of-classroom activities.				
12. Participate in appropriate band competition.				
13. Other duties as assigned by the Principal and Superintendent.				

Evaluatee's Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

\_\_\_\_\_

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To be signed after all information has been completed and discussed:

\_\_\_\_\_  
 Evaluatee's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Evaluator's Signature

\_\_\_\_\_  
 Date

MONROE COUNTY SCHOOLS  
HEAD COACH EVALUATION FORM

Evaluatee \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 School \_\_\_\_\_

Date of Conference \_\_\_\_\_  
 Social Security # \_\_\_\_\_

Standards for School Leaders	Met		Not Met	
1. Promote sports in the schools and community				
2. Plan the assigned athletic program				
3. Perform coaching duties so as to have a successful program where winning is not only desirable but necessary and a tradition of winning will be enjoyed				
4. Organize and supervise practices				
5. Teach individual skills, team play, team strategy, and rules and regulations of the game				
6. Teach good sportsmanship and self-control				
7. Check eligibility of participants, including insurance coverage and parent consent				
8. Provide students a proper role model, emotional support, patience, a friendly attitude, and general guidance				
9. Conduct learning experiences with small groups of student athletes				
10. Recommend the purchase of equipment, supplies, and uniforms as appropriate for the health, safety, and welfare of student athletes				
11. Other duties as assigned by the Principal and Superintendent				

Evaluatee's Comments: \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

To be signed after all information has been completed and discussed:

\_\_\_\_\_  
 Evaluatee's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Evaluator's Signature

\_\_\_\_\_  
 Date



MONROE COUNTY SCHOOLS  
ASSISTANT COACH EVALUATION FORM

Evaluatee \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 School \_\_\_\_\_

Date of Conference \_\_\_\_\_  
 Social Security # \_\_\_\_\_

Standards for School Leaders	Met		Not Met	
1. Assist in promoting sports in the schools and community				
2. Assist the head coach in planning the assigned athletic program				
3. Assist the head coach so as to have a successful program where winning is not only desirable but necessary and a tradition of winning will be enjoyed				
4. Assist the head coach in organizing and supervising practices				
5. Assist the head coach in teaching individual skills, team play, team strategy, and rules and regulations of the game				
6. Assist the head coach in teaching good sportsmanship and self-control				
7. Assist in checking eligibility of participants, including insurance coverage and parent consent				
8. Assist students by providing a proper role model, emotional support, patience, a friendly attitude, and general guidance				
9. Conduct learning experiences under the direction of the head coach with small groups of student athletes				
10. Recommend the purchase of equipment, supplies, and uniforms as appropriate for the health, safety, and welfare of student athletes				
11. Other duties as assigned by the head coach, Principal, and Superintendent				

Evaluatee's Comments: \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

To be signed after all information has been completed and discussed:

\_\_\_\_\_  
 Evaluatee's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Evaluator's Signature

\_\_\_\_\_  
 Date

MONROE COUNTY SCHOOLS  
ASSISTANT COACH PARAPROFESSIONAL EVALUATION FORM

Evaluatee \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 School \_\_\_\_\_

Date of Conference \_\_\_\_\_  
 Social Security # \_\_\_\_\_

Standards for School Leaders	Met		Not Met	
1. Assist in promoting sports in the schools and community				
2. Assist the head coach in planning the assigned athletic program				
3. Assist the head coach so as to have a successful program where winning is not only desirable but necessary and a tradition of winning will be enjoyed				
4. Assist the head coach in organizing and supervising practices				
5. Assist the head coach in teaching individual skills, team play, team strategy, and rules and regulations of the game				
6. Assist the head coach in teaching good sportsmanship and self-control				
7. Assist in checking eligibility of participants, including insurance coverage and parent consent.				
8. Assist students by providing a proper role model, emotional support, patience, a friendly attitude, and general guidance				
9. Conduct learning experiences, under the direction of the head coach, with small groups of student athletes				
10. Recommend the purchase of equipment, supplies, and uniforms as appropriate for the health, safety, and welfare of student athletes				
11. Other duties as assigned by the head coach, Principal, and Superintendent				

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information has been completed and discussed:

\_\_\_\_\_  
 Evaluatee's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Evaluator's Signature

\_\_\_\_\_  
 Date

MONROE COUNTY SCHOOLS  
ACADEMIC TEAM COACH EVALUATION FORM

Evaluatee \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 School \_\_\_\_\_

Date of Conference \_\_\_\_\_  
 Social Security # \_\_\_\_\_

Standards for School Leaders	Met		Not Met	
1. Promote academics in the schools and community				
2. Plan the assigned academic program				
3. Perform academic team coaching duties so as to have a successful program where winning is not only desirable but necessary and a tradition of winning will be enjoyed				
4. Organize and supervise academic practices				
5. Teach individual skills, team play, team strategy, and rules and regulations of the game				
6. Teach good sportsmanship and self-control				
7. Check eligibility of participants, including parent consent				
8. Provide students a proper role model, emotional support, patience, a friendly attitude, and general guidance				
9. Conduct learning experiences with small groups of student				
10. Other duties as assigned by the Principals and Superintendent				

Evaluatee's Comments: \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

To be signed after all information has been completed and discussed:

\_\_\_\_\_  
 Evaluatee's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Evaluator's Signature

\_\_\_\_\_  
 Date

MONROE COUNTY SCHOOLS  
ACADEMIC TEAM ASSISTANT COACH EVALUATION FORM

Evaluatee \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 School \_\_\_\_\_

Date of Conference \_\_\_\_\_  
 Social Security # \_\_\_\_\_

Standards for School Leaders	Met		Not Met	
1. To assist in promoting academics in the schools and community				
2. Assist in planning the assigned academic program				
3. Assist the academic coach in coaching duties so as to have a successful program where winning is not only desirable but necessary and a tradition of winning will be enjoyed				
4. Assist in organizing and supervising academic practices				
5. Teach individual skills, team play, team strategy, and rules and regulations of the game				
6. Teach good sportsmanship and self-control				
7. Assist the academic coach in checking eligibility of participants, including parent consent				
8. Provide students a proper role model, emotional support, patience, a friendly attitude, and general guidance				
9. Assist in conducting learning experiences with small groups of students				
10. Other duties as assigned by the Principal and Superintendent				

Evaluatee's Comments: \_\_\_\_\_  
 \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_  
 \_\_\_\_\_

To be signed after all information has been completed and discussed:

\_\_\_\_\_  
 Evaluatee's Signature      Date      Evaluator's Signature      Date

**MONROE COUNTY SCHOOLS  
CHEERLEADING COACH EVALUATION FORM**

Evaluatee \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 School \_\_\_\_\_

Date of Conference \_\_\_\_\_  
 Social Security # \_\_\_\_\_

Standards for School Leaders	Met		Not Met	
1. Promote cheerleading in the schools and community				
2. Plan the assigned cheerleading program				
3. Perform coaching duties so as to have a successful program where winning is not only desirable but necessary and a tradition of winning will be enjoyed				
4. Organize and supervise practices				
5. Teach individual skills, team play, team strategy, and rules and regulations of the game				
6. Teach good sportsmanship and self-control				
7. Check eligibility of participants, including insurance coverage and parent consent				
8. Provide students a proper role model, emotional support, patience, a friendly attitude, and general guidance				
9. Conduct learning experiences with small groups of student athletes				
10. Recommend the purchase of equipment, supplies, and uniforms as appropriate for the health, safety, and welfare of student athletes				
11. Other duties as assigned by the Principal and Superintendent				

Evaluatee's Comments: \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

To be signed after all information has been completed and discussed:

\_\_\_\_\_  
 Evaluatee's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Evaluator's Signature

\_\_\_\_\_  
 Date

MONROE COUNTY SCHOOLS  
SCHOOL TECHNOLOGY COORDINATOR EVALUATION FORM

Evaluatee \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 School \_\_\_\_\_

Date of Conference \_\_\_\_\_  
 Social Security # \_\_\_\_\_

Standards for School Leaders	Met		Not Met	
1. Assist teachers in integrating technology into the curriculum and assist with hardware and software in the classroom				
2. Work with staff on implementation of technology standards				
3. Serve as chair for the school technology committee				
4. Assist the District Technology Coordinator on district technology plan				
5. Serve as school liaison for District Technology Coordinator				
6. Serve as contact for staff when request for maintenance is made				
7. Sponsor Student Technology Leadership Program				
8. Set up new user ID's, new email accounts, and do minor repair work for staff				
9. Keep school technology inventory and report to DTC				
10. Provide training for staff				
11. Other duties as assigned by DTC and Principal				

Evaluatee's Comments: \_\_\_\_\_

Evaluator's Comments \_\_\_\_\_

To be signed after all information has been completed and discussed.

\_\_\_\_\_  
 Evaluatee's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Evaluator's Signature

\_\_\_\_\_  
 Date

MONROE COUNTY SCHOOLS  
YEARBOOK SPONSOR ELEMENTARY SCHOOL EVALUATION FORM

Evaluatee \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 School \_\_\_\_\_

Date of Conference \_\_\_\_\_  
 Social Security # \_\_\_\_\_

Standards for School Leaders	Met		Not Met	
1. Supervise students in selling ads for the yearbook				
2. Produce yearbook from picture making to layout of pages				
3. Use computer programs to produce graphics to be used in publications				
4. Oversee the selling and delivery of yearbooks.				
5. Conduct learning experiences with small groups of students.				
6. Other duties as assigned by the Principal and Superintendent.				

Evaluatee's Comments: \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

To be signed after all information has been completed and discussed:

\_\_\_\_\_  
 Evaluatee's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Evaluator's Signature

\_\_\_\_\_  
 Date

MONROE COUNTY SCHOOLS  
YEARBOOK SPONSOR HIGH SCHOOL EVALUATION FORM

Evaluatee \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 School \_\_\_\_\_

Date of Conference \_\_\_\_\_  
 Social Security # \_\_\_\_\_

Standards for School Leaders	Met		Not Met	
1. Select students to be on the yearbook staff				
2. Responsible for publishing of the school yearbook				
3. Supervise students in selling ads for the yearbook				
4. Responsible to see that deadlines are met and that the quality of the yearbook is acceptable				
5. Follow all school financial regulations and accounting procedures				
6. Oversee the selling and delivery of yearbooks				
7. Contact photographer when special events take place				
8. Conduct learning experiences with small groups of students				
9. Other duties as assigned by the Principal and Superintendent				

Evaluatee's Comments: \_\_\_\_\_  
 \_\_\_\_\_

Evaluator's Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

To be signed after all information has been completed and discussed:

\_\_\_\_\_  
 Evaluatee's Signature      Date      Evaluator's Signature      Date



MONROE COUNTY SCHOOLS  
YEARBOOK SPONSOR MIDDLE SCHOOL EVALUATION FORM

Evaluatee \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 School \_\_\_\_\_

Date of Conference \_\_\_\_\_  
 Social Security # \_\_\_\_\_

Standards for School Leaders	Met		Not Met	
1. Supervise journalism class at the school				
2. Teach students basic technology skills needed to produce newsletters, school newspaper, and school yearbook				
3. Supervise students in selling ads for the yearbook				
4. Produce yearbook from picture making to layout of pages				
5. Use computer programs to produce graphics to be used in publications				
6. Oversee the selling and delivery of yearbooks				
7. Conduct learning experiences with small groups of students				
8. Other duties as assigned by the Principal and Superintendent				

Evaluatee's Comments: \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

To be signed after all information has been completed and discussed:

\_\_\_\_\_  
 Evaluatee's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Evaluator's Signature

\_\_\_\_\_  
 Date

MONROE COUNTY SCHOOLS  
DEPARTMENT HEAD MIDDLE AND HIGH SCHOOL EVALUATION FORM

Evaluatee \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 School \_\_\_\_\_

Date of Conference \_\_\_\_\_  
 Social Security # \_\_\_\_\_

Standards for School Leaders	Met		Not Met	
1. Serve as a liaison between the Principal and the department				
2. Be responsible for distributing and collecting information to and from the members of the department				
3. Serve on the Professional Development Committee				
4. Attend monthly department head meetings				
5. Coordinate analysis of test scores for the content area				
6. Work on planning and adjusting the curriculum for the department				
7. Other duties as assigned by the Principal and Superintendent				

Evaluatee's Comments: \_\_\_\_\_

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Evaluator's Comments: \_\_\_\_\_

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To be signed after all information has been completed and discussed:

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 Evaluatee's Signature

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 Evaluator's Signature

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 Date

MONROE COUNTY SCHOOLS  
EXTENDED SCHOOL BUILDING COORDINATOR EVALUATION FORM

Evaluatee \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 School \_\_\_\_\_

Date of Conference \_\_\_\_\_  
 Social Security # \_\_\_\_\_

Standards for School Leaders	Met		Not Met	
1. Collect names of students referred to extended school services and notify parents				
2. Arrange schedule for students referred to intersession				
3. Arrange bus transportation for students needing this service and notify parents when students leave Intersession program				
4. Allocate school budget to cover all sessions of Intersession and operate within the budget				
5. Assign dates and times for all intersession services				
6. Maintain log for all tutoring services				
7. Complete data forms for all students attending before school, after school, intersession, and summer programs				
8. Maintain time sheets for faculty and staff				
9. Other duties as assigned by the Principal and Superintendent and District ESS Coordinator				

Evaluatee's Comments: \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

To be signed after all information has been completed and discussed:

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 Evaluatee's Signature                      Date                      Evaluator's Signature                      Date

MONROE COUNTY SCHOOLS  
WORK BASE LEARNING COORDINATOR EVALUATION FORM

Evaluatee \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 School \_\_\_\_\_

Date of Conference \_\_\_\_\_  
 Social Security # \_\_\_\_\_

Standards for School Leaders	Met		Not Met	
1. Implement and operate Work Base Learning according to KDE guidelines				
2. Submit quarterly financial Munis reports as required				
3. Keep records of expenditures to assure the correctness of reports				
4. Attend all required meetings, inservice workshops, and NTS				
5. Submit all required reports regarding Work Base Learning students				
6. Enroll the required number of students by October 31 of each year				
7. Other duties as assigned by the Principal and Superintendent				

Evaluatee's Comments: \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

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 Evaluator's Signature

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 Date

MONROE COUNTY SCHOOLS  
SCHOOL BASED PROFESSIONAL DEVELOPMENT COORDINATOR EVALUATION FORM

Evaluatee \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 School \_\_\_\_\_

Date of Conference \_\_\_\_\_  
 Social Security # \_\_\_\_\_

Standards for School Leaders	Met		Not Met	
1. Demonstrate ability to connect professional development with effective instructional practices and student achievement				
2. Conduct the School Needs Assessment				
3. Coordinate the school alignment of goals, objectives, and activities for professional development				
4. Provide technical assistance to school councils, staff and professional development committees in the alignment of professional development activities with school goals as identified through the local school planning process				
5. Disseminate professional development information to school councils, staff members, and professional committees				
6. Coordinates the planning, implementation and evaluation of the school professional development program, which is aligned, supportive, and developed in conjunction with local school plans				
7. Provide technical assistance on the evaluation and coordination of school-based professional development activities				
8. Coordinate the establishment of school policies, procedures, timetables, preparation of necessary forms and letters, assignment of workshop sites and all other practical elements of professional development training, including fiscal management				
9. Maintain, verify, and when appropriate, submit school professional development records, documentation, and other pertinent information to Monroe County Professional Development Coordinator				
10. Other duties assigned by the Superintendent or Principal				

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information has been completed and discussed:

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 Evaluatee's Signature

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 Date

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 Evaluator's Signature

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 Date

MONROE COUNTY SCHOOLS  
CHANNEL 16 BROADCAST COORDINATOR EVALUATION FORM

Evaluatee \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 School \_\_\_\_\_

Date of Conference \_\_\_\_\_  
 Social Security # \_\_\_\_\_

Standards for School Leaders	Met		Not Met	
1. Maintain equipment – Replace VCR, UPS, cables, etc.				
2. Troubleshoot problems that occur with Channel 16				
3. Keep the ticker updated – delete old messages and add new ones				
4. Set schedule and make sure tapes are at the high school to be played on that day				
5. Contact Mediacom for assistance and meet with them to explain and help with problems				
3. If Channel 16 is down, see that it is back in working order even on weekends				
4. Answer calls from schools, parents, teachers and community, concerning Channel 16				
5. Set guidelines and monitor to see they are followed				
9. Monitor permission for students and see they are followed				
10. Work with advertising (billing, collecting, and keeping ads updated)				
11. Attend meetings concerning Channel 16 when needed				
12. See that tapes are played when school is not in session				
13. Help with the Monroe County High School Band Auction				
14. Order equipment and keep in repair				
15. Other duties as assigned by the Principal and Superintendent				

Evaluatee's Comments: \_\_\_\_\_  
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Evaluator's Comments: \_\_\_\_\_  
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To be signed after all information has been completed and discussed:

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 Evaluatee's Signature                      Date                      Evaluator's Signature                      Date

MONROE COUNTY SCHOOLS  
HIGH SCHOOL ATHLETIC DIRECTOR EVALUATION FORM

Evaluatee \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 School \_\_\_\_\_

Date of Conference \_\_\_\_\_  
 Social Security # \_\_\_\_\_

Standards for School Leaders	Met		Not Met	
1. Organize, administer and oversee the overall program of athletics pursuant to Board and KHSAA policies.				
2. Determine the need for, interview, recommend, assign and evaluate coaches.				
3. Foster good school / community relations by keeping the community aware of and responsive to the athletic program.				
4. Assume responsibility for the organization, scheduling all sporting events. Coaches may recommend and assist, but the athletic director retains all responsibility.				
5. Meet with all coaches monthly to deal with all compliance issues and to provide coaches with all materials necessary for a successful season.				
6. Communicate with KHSAA assigning secretaries and school bookkeeper to coordinate the securing and compensation for all game officials.				
7. Coordinate with coaches; make requests, confer with district transportation director complete necessary forms concerning transportation for athletic events.				
8. Develop and enforce appropriate rules and regulations governing the conduct of teams and coaches pursuant to Monroe County Board of Education policies.				
9. Responsible to enforce physical and academic requirements of eligibility for participation in each sport and verify the athlete's eligibility based on KHSAA guidelines.				
10. Follow established board policy in securing supplies and equipment for athletic teams				
11. Coordinate the set-up and clean-up procedures necessary for all indoor and outdoor sporting events.				

Standards for School Leaders	Met		Not Met	
12. Work with school administrators to secure gate workers and administrative supervision at all events.				
13. Work with school bookkeeper to prepare for and account for ticket sales in an efficient manner.				
14. Coordinate, plan and schedule all programs, banquets, award ceremonies, and scholarship signings.				
15. Oversee and administer all fundraising activities for the program.				
16. Have regular contact with booster organizations to promote school policy and vision of athletics as it applies to the function of these groups.				
17. Contact law enforcement officers concerning security for athletic events.				
18. Attend the annual KHSAA administrator's workshop.				
19. Share the goals, direction and vision for the athletic program with the Middle School Athletic Director and coaches at the Middle School.				
20. Seek the consultation of the Middle School Athletic Director on issues pertaining to the Middle School.				
21. Promote student athletes to area colleges and universities and search for scholarships.				
22. Make all decisions with the best interest of the student athlete and program in mind.				
23. Attend all athletic events and competitions.				
24. Insure that an annual budget is prepared and strictly adhered to by all programs.				
25. Deal with all parent concerns professionally, immediately, directly and finally conferring with the principal as needed.				
26. Acts as the liaison to the Little League program in all areas including but not limited to scheduling, coaching, timing, practice facilities and playing facilities.				
27. Other duties as assigned by the Principal or Superintendent.				



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Evaluator's  
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To be signed after all information has been completed and discussed:

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Evaluator,s Signature

Date

Evaluatee's Signature

Date

**MONROE COUNTY SCHOOLS  
MIDDLE SCHOOL ATHLETIC DIRECTOR EVALUATION FORM**

Evaluatee \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 School \_\_\_\_\_

Date of Conference \_\_\_\_\_  
 Social Security # \_\_\_\_\_

Standards for School Leaders	Met		Not Met	
1. Organize, administer and oversee the program of middle school athletics pursuant to Board policy				
2. In consultation with the Principal, determine the need for, interview, recommend, assign and evaluate coaches.				
3. Foster good school / community relations by keeping the community aware of and responsive to the athletic program.				
4. Assume responsibility for the organization, scheduling all middle school sporting events. Coaches may recommend and assist, but the Athletic Director in consultation with the Principal retains all responsibility.				
5. Meet with all coaches monthly to deal with all issues and to provide coaches with all materials necessary for a successful season.				
6. Communicate with assigning secretaries and school bookkeeper to coordinate the securing and compensation for all game officials.				
7. Coordinate with coaches, make requests, confer with district transportation director and complete the necessary forms concerning transportation for athletic events.				
8. Develop and enforce appropriate rules and regulations governing the conduct of teams and coaches pursuant to Monroe County Board of Education policies.				
9. Responsible to enforce physical and academic requirements of eligibility for participation in each sport and verify the athlete's eligibility.				
10. Follow established board policy in securing supplies and equipment for athletic teams				
11. Coordinate the set-up and clean-up procedures necessary for all indoor and outdoor sporting events.				

Standards for School Leaders	Met		Not Met	
12. Work with school administrators to secure gate workers and administrative supervision at all events.				
13. Work with school bookkeeper to prepare for and account for ticket sales in an efficient manner.				
14. Coordinate, plan and schedule all programs, banquets, award ceremonies, and scholarship sig				
15. Oversee and administer all fundraising activities for the program.				
16. Have regular contact with booster organizations to promote school policy and vision of athl it applies to the function of these groups.				
17. Contact law enforcement officers concerning security for athletic events.				
18. Share the goals, direction and vision for the athletic program with the associate athletic director and coaches at the Middle School				
19. Make decisions after consulting with the Principal.				
20. Make all decisions with the best interest of the student athlete and program in mind.				
21. Deal with all Middle School Parent complaints and concerns professionally, immediately, directly, and finally conferring with the Principal on all major issues.				
22. Act as a liaison to the Little League program as directed by the Principal.				
23. Attend all athletic events and competitions or work with the Principal to insure that he/she or a school administrator is present.				
24. Insure that an annual budget is prepared and strictly adhered to by all programs.				
25. Other duties as assigned by the Principal or Superintendent.				

Evaluatee's  
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Evaluator's Signature

Date

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Evaluatee's Signature

Date

## **Evaluation Standards and Performance Criteria for Extra Service Leaders**

### **Standard 1: Demonstrates Professional Leadership**

**The LEADER provides professional leadership within the school community, and education profession to improve student Learning and well being.**

- 1.1 Builds positive relationships within and between school and community.
- 1.2 Promotes leadership potential in colleagues.
- 1.3 Participates in professional organizations and activities.
- 1.4 Writes and speaks effectively.
- 1.5 Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 1.6 Demonstrates punctuality and good attendance for all duties.
- 1.7 Adheres to school board policies and administrative procedures.
- 1.8 Adheres to the state professional Code of Ethics.
- 1.9 Attainment of other established EPSB standards not included above.

### **Standard 2: Demonstrates Knowledge of Content**

**The LEADER demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.**

- 2.1 Communicates a breadth of content knowledge across the discipline(s) to be taught.
- 2.2 Communicates a current knowledge of discipline(s) taught.
- 2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.
- 2.4 Analyzes sources of factual information for accuracy.

### **Standard 3: Creates/Maintains learning Climate**

**The LEADER creates a learning climate that supports the development of student abilities to use communication skills, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.**

- 3.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 3.2 Maintain positive student interaction by establishing appropriate expectations during group activities.
- 3.3 Shows consistent sensitivity to individuals and responds to students objectively.
- 3.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures.
- 3.5 Locates and organizes materials and equipment to create an enriched environment.
- 3.6 Encourages and supports individual and group inquiry.
- 3.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation

### **Standard 4: Implements/Manages Instruction**

**The LEADER introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.**

- 4.1 Communicates specific goals and high expectations for learning.
- 4.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
- 4.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
- 4.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental Levels and actively engages students in individual and cooperative learning experiences.
- 4.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.
- 4.6 Stimulates students to reflect on their own ideas and those of others.
- 4.7 Uses appropriate questioning strategies to help students solve problems and think critically.
- 4.8 Manages students examination of social issues relative to course content, possible responses, and associated consequences.

- 4.9 Demonstrates Interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
- 4.10 Presents differing viewpoints when integrating knowledge and experience across disciplines.
- 4.11 Makes effective use of media and technologies.
- 4.12 Makes efficient use of physical and human resources and time.
- 4.13 Provides opportunities for students to use and practice what is learned.
- 4.14 Identifies students misconceptions; provides guidance; and offers students, continuous feedback on progress toward expectations.

**Standard 5: Reflects/Evaluates Teaching/Learning**

**The LEADER reflects on and evaluates teaching/learning**

- 5.1 Assesses and analyzes the effectiveness of instruction.
- 5.2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
- 5.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

**Standard 6: Collaborates with Colleagues/Parents/Others**

**The LEADER collaborates with colleagues, parents, and other agencies to design, implement, and support learning Programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient Individuals, become responsible team members, think and solve problems, and integrate knowledge.**

- 6.1 Initiates collaboration with others and create situations where collaboration with others will enhance student learning.
- 6.2 Discusses with parents, students, and others the purpose and scope of the collaborative effort.
- 6.3 Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
- 6.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually Beneficial goals, e.g., issue and conflict resolution.
- 6.5 Secures and makes use of school and community resources that present differing viewpoints.
- 6.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds. Promotes and incorporates instructional strategies that are fair and respect diversity and individual differences.
- 6.7 Invites colleagues, parents, community representatives and others to help design and implement Collaborative instructional projects.
- 6.8 Analyzes previous collaborative experiences to improve future experiences.
- 6.9 Assesses students' special needs and collaborates with school services and community agencies to meet those needs.

**Standard 7: Facilitates the development articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

**The LEADER has knowledge and understanding of:**

- 7.1 Learning goals in a pluralistic society.
- 7.2 The principles of developing and implementing strategic plans.
- 7.3 Systems theory.
- 7.4 Information sources, data collection, and data analysis strategies.
- 7.5 Effective communication.
- 7.6 Effective consensus-building negotiation skills.

**The LEADER believes in, values, and is committed to:**

- 7.7 The educability of all.
- 7.8 A school vision of high standards of learning.
- 7.9 Continuous school improvement.
- 7.10 The inclusion of all members of the school community.
- 7.11 Ensuring that students have the knowledge, skills, and values needed to become successful adults.
- 7.12 A willingness to continuously examine one's own assumptions, beliefs, and practices.
- 7.13 Doing the work required for high levels of personal and organizational performance.

**The LEADER facilitates processes and engages in activities ensuring that:**

- 7.14 The vision and mission of the school are effectively communicated to staff, parents, students, & community members.
- 7.15 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.
- 7.16 The core beliefs of the school vision are modeled for all stakeholders.
- 7.17 The vision is developed with and among stakeholders.
- 7.18 The contributions of school community members to the realization of the vision are recognized and celebrated.
- 7.19 Progress toward the vision and mission is communicated to all stakeholders.
- 7.20 The school community is involved in school improvement efforts.
- 7.21 The vision shapes the educational programs, plans, and activities.
- 7.22 The vision shapes the educational programs, plans, and actions.

**Standard 8: Advocates, Nurtures, and Sustains a School culture and Instructional Program Conductive to Student Learning and Staff Professional Growth.**

**The LEADER has knowledge and understanding of:**

- 8.1 Student growth and development.
- 8.2 Applied learning theories.
- 8.3 Applied motivational theories.
- 8.4 Curriculum design, implementation, evaluation, and refinement.
- 8.5 Principles of effective instruction.
- 8.6 Measurement, evaluation, and assessment strategies.
- 8.7 Diversity and its meaning for educational programs.
- 8.8 Adult learning and professional development models.
- 8.9 The change process for system, organizations, and individuals.
- 8.10 The role of technology in promoting student learning.
- 8.11 School Cultures.

**The LEADER believes in, values, and is committed to:**

- 8.12 Student learning as the fundamental purpose of schooling.
- 8.13 The proposition that all students can learn.
- 8.14 The variety of ways in which students can learn.
- 8.15 Life long learning for self and others.
- 8.16 Professional development as an integral part of school improvement.
- 8.17 The benefits that diversity brings to the school community.
- 8.18 A safe and supportive learning environment.
- 8.19 Preparing students to be contributing member of society.

**The LEADER facilitates processes and engages in activities ensuring that:**

- 8.20 All individuals are treated with fairness, dignity, and respect.
- 8.21 Professional development promotes a focus on student learning consistent with the school vision and goals.
- 8.22 Students and staff feel valued and important.
- 8.23 The responsibilities and contributions of each individual are acknowledged.
- 8.24 Barriers to student learning are identified, clarified, and addressed.
- 8.25 Diversity is considered in developing learning experiences.
- 8.26 Life long learning is encouraged and modeled.
- 8.27 There is a culture of high expectations for self, student, and staff performance.
- 8.28 Student accomplishments are recognized and celebrated.
- 8.29 A variety of sources of information is used to make decisions.

**Standard 9: Acts with Integrity, Fairness, and in an Ethical Manner.**

**The LEADER has knowledge and understanding of:**

- 9.1 The purpose of education and the role of leadership in modern society.
- 9.2 Various ethical frameworks and perspectives on ethics.
- 9.3 The values of the diverse school community.
- 9.4 Professional codes of ethics.
- 9.5 The philosophy and history of education.

**The LEADER believes in, values, and is committed to:**

- 9.6 The idea of the common good.
- 9.7 The principles in the Bill of Rights.
- 9.8 The right of every student to a free, quality education.
- 9.9 Bringing ethical principles to the decision-making process.
- 9.10 Subordinating one's own interest to the good of the school community.
- 9.11 Accepting the consequences for upholding one's principles and actions.
- 9.12 Using the influence of one's office constructively and productively in the service of all students and their families.
- 9.13 Development of a caring school community.

**The LEADER:**

- 9.14 Examines personal and professional values.
- 9.15 Demonstrates a personal and professional code of ethics.
- 9.16 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- 9.17 Serves as a role model.
- 9.18 Accepts responsibility for school operations.
- 9.19 Considers the impact of one's administrative practices on others.
- 9.20 Uses the influence of the office to enhance the educational program rather than for personal gain.
- 9.21 Treats people fairly, equitably, and with dignity and respect.
- 9.22 Protects the rights and confidentiality of students and staff.
- 9.23 Demonstrates appreciation for and sensitivity to the diversity in the school community.
- 9.24 Recognizes and respects the legitimate authority of others.
- 9.25 Examines and considers the prevailing values of the diverse school community.
- 9.26 Expects that others in the school community will demonstrate integrity and exercise ethical behavior.
- 9.27 Opens the school to public scrutiny.
- 9.28 Fulfills legal and contractual obligations.
- 9.29 Applies law and procedures fairly, wisely, and considerately.